CAMBRIDGE

Herbert Puchta and Jeff Stranks
with Meredith Levy

English in Mind

* Workbook 1

Special Edition



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Contents

1 Things we like doing

1 Remember and check

Read the sentences about Julie Baker. Underline the correct words. Then check with the text on page 22 of the Student's Book.

1 Julie *is* / *isn't* from England.
2 She wants to be a *pilot* / *teacher*.
3 She goes to the Flying School by *car* / *helicopter*.
4 Her lessons *start* / *finish* at 8 o'clock.
5 She *enjoys* / *doesn't enjoy* her lessons in the classroom.
6 She *loves* / *hates* flying.
7 Julie's father is happy when she *takes off* / *lands* in the helicopter.
8 Julie's parents *want* / *don't want* her to stop flying.



2 Grammar

Present simple (positive and negative)

a Complete the sentences with the present simple form of the verbs.

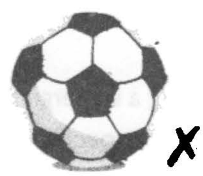
1 I *love* (love) music.
2 John studies (study) in his bedroom.
3 Linda's brothers get up (get up) at 7.30.
4 My mother writes (write) children's books.
5 Our dog sleep (sleep) in the garden.
6 Mum and Dad drive (drive) to the supermarket on Saturdays.
7 We really like (like) the new café.
8 Louise gets (get) nervous before a test at school.

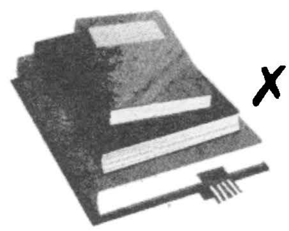
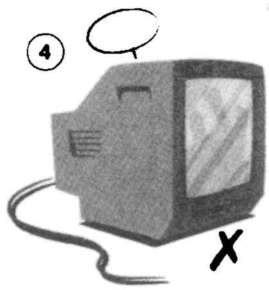
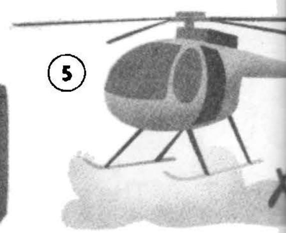
b Complete the sentences. Use the correct form of the verbs in the box.

write talk ~~learn~~ go finish know watch fly

1 We *learn* English at school.
2 Annette watches TV after school.
3 Ali and Sonia write a lot of emails.
4 Julie flies in a helicopter with her teacher.
5 I go to a disco on Friday nights.
6 My grandfather knows how to use a computer.
7 Tracy's music lesson finishes at 5.30.
8 Gary and his friends talk for hours on the phone.

c Complete the sentences with the negative form of the verbs.



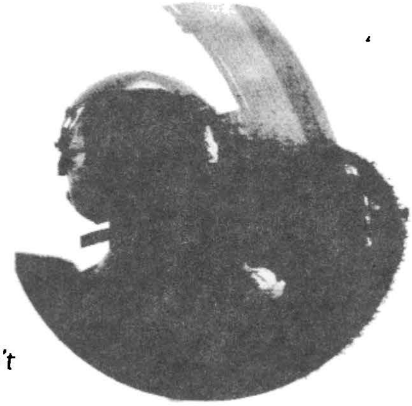




1 He plays tennis, but he *doesn't play football*.
2 My aunt likes dogs, but she doesn't like cats.
3 I read newspapers, but I don't read books.
4 Her parents watch films, but they Don't watch tv.
5 Matt flies a plane, but he doesn't fly a helicopter.

1 Things we like doing

1 Remember and check

Read the sentences about Julie Baker. Underline the correct words. Then check with the text on page 22 of the Student's Book.



1 Julie *is* / *isn't* from England.
2 She wants to be a *pilot* / *teacher*.
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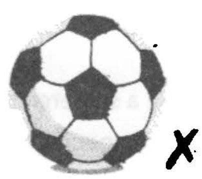
1 I ...*love*... (love) music.
2 John ...studies... (study) in his bedroom.
3 Linda's brothers ...get up... (get up) at 7.30.
4 My mother ...writes... (write) children's books.
5 Our dog ...sleep... (sleep) in the garden.
6 Mum and Dad ...drive... (drive) to the supermarket on Saturdays.
7 We really ...like... (like) the new café.
8 Louise ...gets... (get) nervous before a test at school.

(b) Complete the sentences. Use the correct form of the verbs in the box.

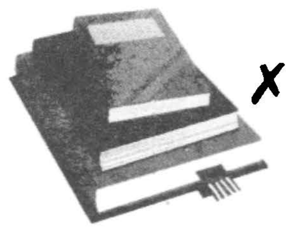
write	talk	~~learn~~	go	finish	know	watch	fly

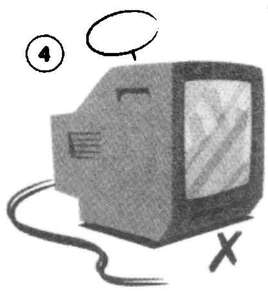
1 We ...*learn*... English at school.
2 Annette ...watches... TV after school.
3 Ali and Sonia ...write... a lot of emails.
4 Julie ...flies... in a helicopter with her teacher.
5 I ...go... to a disco on Friday nights.
6 My grandfather ...knows... how to use a computer.
7 Tracy's music lesson ...finishes... at 5.30.
8 Gary and his friends ...talk... for hours on the phone.

(c) Complete the sentences with the negative form of the verbs.

1 

2 

3 

4 

5 

1 He plays tennis, but he ...*doesn't play football*... .
2 My aunt likes dogs, but she ...doesn't like cats... .
3 I read newspapers, but I ...don't read books... .
4 Her parents watch films, but they ...don't watch tv.... .
5 Matt flies a plane, but he ...doesn't fly a helicopter... .





(d) Complete the paragraph about Tim's Saturday. Use the present simple form of the verbs in the box.

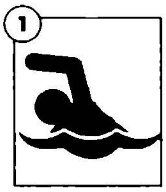
~~start~~ ~~listen~~ ~~sing~~
go ~~teach~~ ~~read~~
~~get up~~ run ~~finish~~
not get not get up

On Saturday mornings, Tim *gets up* at 8.30. At 9.15 he drives to the coast and he [1] runs on the beach for an hour. At 11 o'clock he [2] reads the newspaper and [3] Listens to the radio. In the afternoon two students come to Tim's flat and he [4] teaches them to play the guitar. The lessons [5] start at 3.30 and they [6] finish at 4.30. On Saturday nights Tim [7] sings in a pop group at a local club. He and his friends [8] don't get a lot of money for this job, but they really enjoy doing it. Tim [9] goes to bed at about 1.30, so he [10] doesn't get up early on Sundays.



3 Vocabulary

(a) Design a logo (a simple picture) for each hobby.

1 
swimming

2 playing the guitar

3 playing computer games

4 going to the cinema

5 reading

6 painting

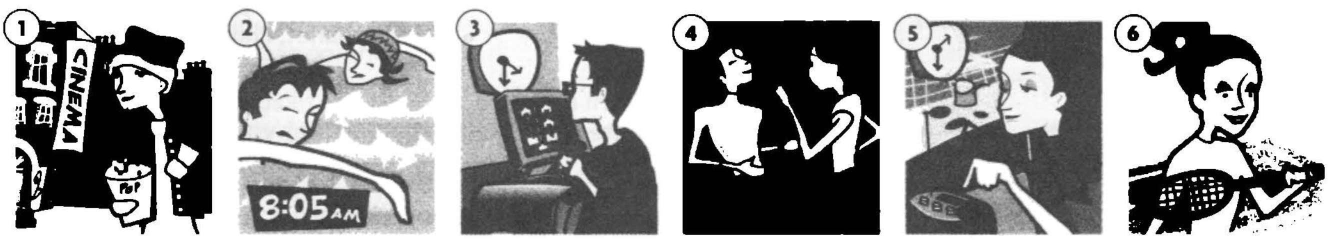
7 listening to music

8 dancing

(b) Match the words with the hobbies in Exercise 3a.

1 musician *playing the guitar*
2 book reading
3 pool swimming
4 computer playing computer games
5 disco dancing
6 picture painting
7 CD player listening to music
8 film going to the cinema

(c) Look at the pictures. Complete sentences 1–6 with the words for people's hobbies. Then match them with the endings a–f.



Saturday or Sunday — Friday — June – August

1 He *goes to the cinema* .... — c
2 We .... for half an hour
3 Matt ....
4 They .... at the club
5 My mother ....
6 I ....

a at half past two.
b after school.
c at the weekend.
d in the summer.
e before school.
f on Friday evenings.

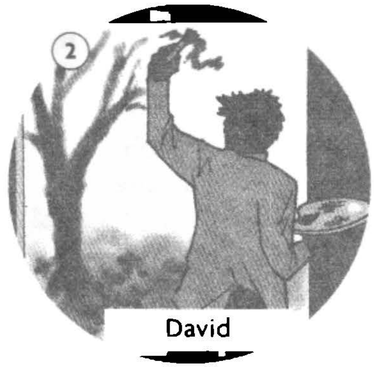
4 Grammar

like + -ing

(a) Write the *-ing* form of the verbs.

1 play *playing*
2 go goind
3 drive driving
4 swim swimming
5 dance dancing
6 smile smiling
7 study studying
8 get getting



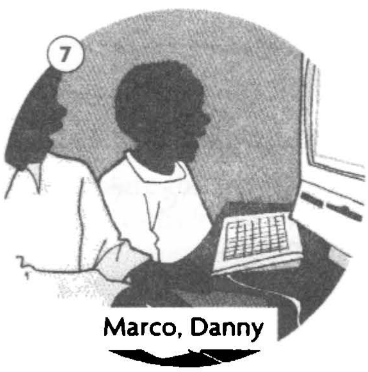




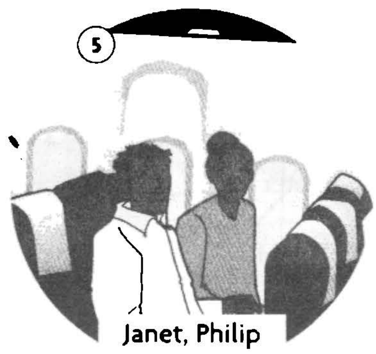
(b) Complete the sentences about the people in the pictures. Use *like/enjoy, not like/enjoy, love* or *hate*.

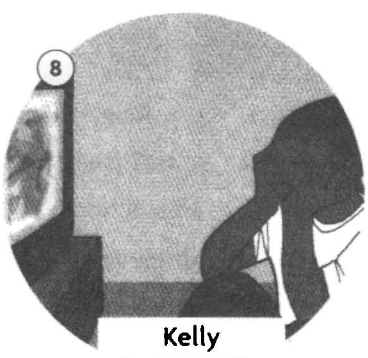
1 Greg and Rachel *like going to the beach*.
2 David likespainting a pictare.
3 Chris hates playing football.
4 Clare likes running in the park.
5 Janet and Philip don't enjoy aplane
6 Diane hates dancing.
7 Marco and Danny ....
8 Kelly ....











(c) Write six true sentences about activities that you and your friends enjoy or don't enjoy. Use *like/enjoy, not like/enjoy, love* and *hate*.

Examples: *I love taking photos. Gina and Franco don't like writing letters.*

1 ....
2 ....
3 ....
4 ....
5 ....
6 ....

5 Pronunciation

/n/ and /ŋ/

a Listen and underline the words you hear. Then listen again and repeat.

1	<u>listen</u>	listening
2	open	opening
3	Ron	wrong
4	wins	wings
5	spin	spring
6	go in	going
7	come in	coming
8	drive in	driving

b Listen and repeat.

1 Ann enjoys talking in Italian.
2 Martin is good at swimming and singing.
3 Learning Russian is interesting.
4 Kevin doesn't like going to his dancing lesson.

6 Everyday English

Complete the dialogue with the words in the box.

guy What about weird Shut up So what

Carol: Do you know that boy over there? The one with the funny trousers?

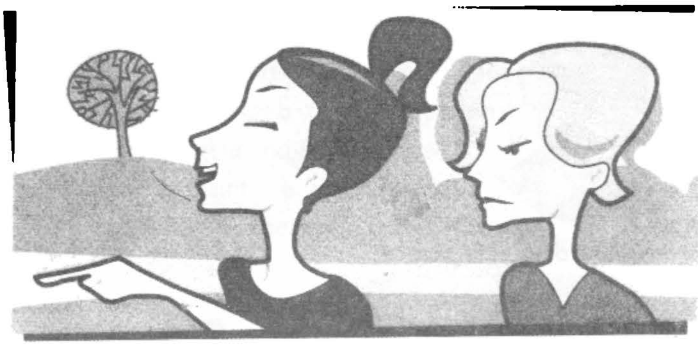
Denise: That's Andrew Taylor. [1] What about him?

Carol: He looks different from everyone else. I think he's [2] weird.

Denise: [3] Shut up, Carol. You don't know what you're talking about.

Carol: But look at those trousers! And that awful shirt!

Denise: [4] So what? Who cares about his clothes? He's a nice [5] guy.



7 Study help Vocabulary

In your Vocabulary notebook, organise new words into groups and list them under headings. Leave lots of space at the bottom of each list so you can add other words later. For example:

Places in town

Shops	Public buildings	Other places
shoe shop	library	theatre
bookshop	post office	café

Look at the words in the box. Group them in lists with headings. Can you add one more to each group?

cinema Sports activities playing the piano playing football beach reading Music activities
Places dancing Other activities ~~Hobbies and interests~~ swimming painting

Hobbies and interests

Sports activities	Other activities	Music activities	Places
playing football	painting	playing the piano	cinema
swimming	reading	dancing	beach

Skills in mind

8 Listen

Listen to four people talking about their favourite activities. Match each person with two activities.



Sally



James

- go to the cinema
- go dancing
- talk to friends
- listen to pop music
- go to the swimming pool
- learn ballet
- write emails
- ride a bicycle



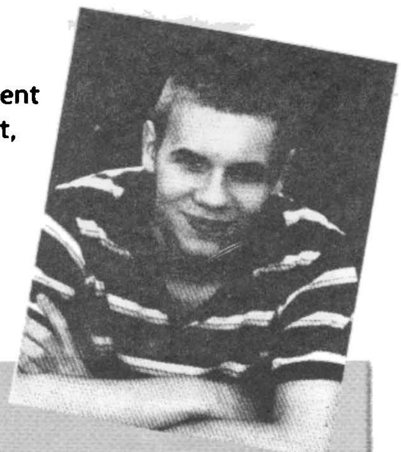
Richard



Nadia

9 Read

The boy in the picture is a student in London. He doesn't like sport, but he's very good at music.
Is his name Adam, Matthew or Carlos? Read the information and fill in the table (✓ or ✗) to work out the answer.



Adam goes to a school near his home in London.

Carlos plays football at school, but he doesn't really enjoy it.

Matthew likes music and he's good at playing the piano.

Adam loves swimming and he plays tennis at the weekend.

Carlos sings and plays the guitar in the school band.

Matthew loves living in London.

Adam hates singing and he doesn't play a musical instrument.

Matthew enjoys riding his bike to school, but he doesn't like sport.

Carlos lives in a flat in Manchester.

Listening tip

Before you listen

- Read the question carefully and look at the example. Are you sure you know what you have to do? How many lines will you need to draw?
- Read the list carefully. Say the words aloud and make a picture of each activity in your mind.
- It's a good idea to underline the important words in the list (for example, *go to the cinema*). Listen for these words when you play the recording.
- Can you think of any words that go with these activities? For example, *cinema – film, watch, friends, weekend.* Thinking of related words can help to prepare you for what you will hear.
- You have to match each person with two activities. Which activities will go together, do you think? For example, the second activity is *go dancing* – is there any other activity in the list that will go with this?

	lives in London	likes sport	plays music
Adam	✓	✓	✗
Matthew	✓	✗	✓
Carlos	✗	✗	✓

The boy's name is ....

Unit check

Fill in the spaces

Complete the text with the words in the box.

watches cinema weird doesn't like games talking guy ~~unusual~~ teaches

My friend Alan has got an *unusual* hobby – he loves old films. We often go to the [1] .... together at the weekend and we [2] .... watching modern films, but Alan's favourite films are the old black and white ones from the 1930s and 1940s. He [3] .... them and reads about them all the time. I really enjoy [4] .... to him about films, because he knows a lot about them and he [5] .... me a lot. Alan [6] .... play football and he hates computer [7] .... , so some people think he's [8] .... But it's good to be different, and I think he's a very interesting [9] ....

Choose the correct answers

Circle the correct answers, a, b or c.

1 Danny .... to go to the party.
a want b wants c wanting

2 I .... emails on my computer.
a run b write c talk

3 I really .... Alison. She's a very good friend.
a love b hate c don't like

4 Our school lessons .... at 8.50.
a start b starts c starting

5 David .... your aunt and uncle.
a know b knows c knowing

6 My friends .... read a lot of books.
a does b doesn't c don't

7 Angela and Simon enjoy .... pictures.
a paint b to paint c painting

8 Playing the guitar is my favourite ....
a game b hobby c lesson

9 All the students in our school .... English.
a listen b teach c learn

8

Correct the mistakes

In each sentence there is a mistake with the present simple or with a *like* verb + *-ing*.
Underline the mistake and write the correct sentence.

1 A lot of people goes to the cinema on Friday night. *A lot of people go to the cinema on Friday night.*
2 Ben's mother drive us home from school. ....
3 I not like flying. ....
4 We enjoy to run in the park. ....
5 Tony and his brother love swiming. ....
6 Sue and Catherine doesn't ride bikes. ....
7 Elise studys in the library after school. ....
8 My sister not get up before 7 o'clock. ....
9 In the summer, Dad watchs the tennis on television. ....

8

How did you do?

Total: 25

Very good	OK	Review Unit 1 again
20 – 25	14 – 19	0 – 13

2 School life

1 Remember and check

Match the questions and answers about Matthew.
Then check with the text on page 28 of the Student's Book.

1 Does Matthew use a computer?	a Yes, he is.
2 Do Matthew and his brother go to school?	b Yes, they do.
3 Do people in Chile speak Spanish?	c No, he doesn't.
4 Is Matthew a student?	d No, they don't.
5 Are his parents teachers?	e Yes, he does.
6 Does Matthew get lonely?	f No, they aren't.



2 Grammar

Present simple: questions and short answers

(a) Look at the answers and complete the questions.

1 A: *Do* you *know* the answer to this question?
B: No. I don't. I don't know any of the answers!

2 A: Do you listen to the radio?
B: No, I don't. But I listen to CDs in my room.

3 A: Does she going to the beach?
B: No, she doesn't. But she likes going to the cinema.

4 A: Do they study Science subjects at school?
B: Yes, they do. They study Biology and Physics.

5 A: does he speak English?
B: Yes, he does. He also speaks French and Italian.

6 A: Where do you live?
B: I live in a flat in Ravenna.

7 A: When do your brothers ~~take~~ go to the sports club?
B: They go there on Friday afternoons.

8 A: What does she wear at school?
B: She wears a brown and white uniform.

(b) Write the questions. Then write true answers.

Example: *you / get / a lot of homework?*
Question: Do you get a lot of homework?
Answer: Yes, I do.

1 your parents / help / with your homework?
Question: Do your parents help with your homework?
Answer: No, they don't

2 you / study / in front of the television?
Question: Do you study in front of the television?
Answer: No, I don't

3 your English teacher / give you / a lot of tests?
Question: Does your English teacher give you a lot of tests?
Answer: Yes, he does

4 all your friends / learn English?
Question: Do all your friends learn English?
Answer: Yes, they do

5 Where / you / have lunch?
Question: Where do you have lunch?
Answer: Yes, I have lunch in the garden

6 When / the school day / finish?
Question: When ~~does~~ the school day finish?
Answer: the school day finishes

Present simple review

c Complete the dialogue. Use the present simple form of the verbs.

Ben: What *do* you *do* (do) at the weekend, Andy?

Andy: Oh, my weekends are always the same. I [1] meet (meet) my friends on Friday night and we [2] go (go) to the cinema.

Ben: Where [3] do you go (go) after the film?

Andy: We [4] drink (drink) coffee or hot chocolate in our favourite café. Usually we [5] don't go (not go) home before 11 o'clock.

Ben: And what about Saturdays?

Andy: On Saturdays I [6] get up (get up) early. I [7] play (play) games on my sister's computer. It's OK, because she [8] doesn't get up (not get up) before 10.30 on Saturdays.

Ben: [9] does your sister work (work)?

Andy: Yes, she [10] works (work) in a shop, but she [11] doesn't like (not like) her job.

Ben: Oh, I see. And what do you do later in the weekend?

Andy: Well, my friends often [12] come (come) to my house on Saturday afternoon. On Sundays I [13] don't go (not go) out. I [14] do (do) my homework.

Ben: Yeah, me too.

3 Vocabulary

School subjects

a Look at Rachel's timetable for Monday. Find the subjects in the picture and write down the letters. Then put them in order to find one more subject that Rachel studies.



MONDAY

9.00–9.45	Maths	*S*
9.45–10.30	IT	O
10.30–10.45	*break*	
10.45–11.30	Geography	I
11.30–12.15	Science	T
12.15–1.15	*lunch*	
1.15–2.00	Drama	R
2.00–2.45	Art	Y
2.45–3.30	PE	H

Letters: *S* .... Subject: A ....

b Complete the sentences with the names of subjects.

1 You use numbers in *Maths* .
2 Geography teaches you about places.
3 French classes help you to talk to people in Paris!
4 In Science you often do experiments.
5 In Art classes you draw and paint.
6 History teaches you about the past.
7 You use a computer in Information Technology
8 drama teaches you about acting.
9 In physical Education you do sport.

4 Pronunciation

Word stress

(a) Listen to these words. Underline the main stress. Then listen, check and repeat.

1 Drama
2 Italian
3 Science
4 History
5 Geography
6 Biology
7 Physical Education
8 Information Technology

(b) Listen and repeat.

1 I like Maths and Art.
2 In Science we study Physics.
3 History is my favourite subject.
4 Geography, Biology and Technology.

5 Grammar

Object pronouns

Complete the sentences with pronouns.

1 Look at those pink trousers! Do you like *them* ?
2 A lot of people say he's a nice guy, but I don't like him .
3 Do you know where my pen is? I can't find it .
4 I often go shopping on Saturdays and my sister comes with me .
5 When you have problems with your work, ask your teacher to help you .
6 Julie talks all the time, but nobody listens to her .
7 We see Jane and Adam every weekend. They meet us at the sports club.

6 Vocabulary

Frequency expressions

(a) **Write sentences from the information in the table.**

✓✓✓✓ = always ✓✓✓ = usually ✓✓ = often
✓ = sometimes ✗✗ = hardly ever ✗✗✗✗ = never

	Cathy	Nick	Margaret
get up early	✗✗	✓✓	✗✗
walk to school	✓✓✓	✓	✓✓
wear a uniform	✓✓✓✓	✗✗✗✗	✗✗✗✗

1 Nick *often gets up early*
2 Cathy usually walks to school
3 Nick and Margaret never wear a uniform
4 Nick sometimes walks to school
5 Cathy always wears a uniform
6 Cathy and Margaret hardly ever get up early

(b) **Rewrite the underlined words. Use expressions like *once a month, twice a day, three times a week*.**

1 Jenny goes swimming on Saturdays.
once a week
2 I have Maths classes on Mondays, Tuesdays, Thursdays and Fridays.
four times a week
3 We have exams in June and November.
twice a year
4 I drink water with breakfast, lunch and dinner.
three a day
5 There's a concert every December in the school hall.
once a year
6 Kerry phones me in the morning and in the evening.
twice a day

c) Write true answers to the questions.

1 How often do you have Science lessons?

on the Wedens day often, We have Science

2 How often do you do homework?

on the Thersday often we do homework.

3 Does your school usually close on Sundays?

Yes, does usually on Sundays close the

4 Do you and your friends often walk home from school?

Yes, We do, I and my friends often walk home from school

7 Culture in mind

Complete the summary about Alan Martin's school. Use the words in the box. Then check with the text on page 32 of the Student's Book.

studies uniform Twice always do dining students exams walks ~~start~~ clubs

At Martin's school, lessons *start* at 8.50 and finish at 4.00. Martin [1] Walks to school but a lot of [2] students go by bus or car. They all wear a [3] uniform every day. There is an hour for lunch, and Martin [4] always eats a hot meal in the school [5] dining room.

He [6] do nine subjects this year and his favourite subjects are IT and Art & Design. [7] twice a week he stays at school until 5.00 because he belongs to two school [8] clubs. He and his friends [9] studies a lot of homework because they've got important [10] exams this year.

8 Study help

Grammar and vocabulary

When you meet new words, try to identify them as parts of speech (nouns, verbs, etc.). This can help you remember how to use them in a sentence.

a) Circle the verbs and underline the nouns.

1 I often use my computer.
2 Gemma plays in the orchestra.
3 Some students bring sandwiches and eat them at school.
4 We usually walk, but sometimes we catch the bus.

b) In your Vocabulary notebook, you can list nouns and verbs together.

Fill in the lists with the words in the box. Can you add two more to each group?

~~English~~ ~~study~~ ~~lesson~~ exam Art teach write uniform Geography

School

Nouns: Subjects	Nouns: Other nouns	Verbs
English	*lesson*	*study*
Art	exam	teach
Geography	uniform	write
Maths	class	read
History		

Skills in mind

9 Read

a What is the topic of the text? Read it quickly and tick (✓) the best title.

- Popular subjects at the school ☐
- Lunch time and after-school activities ☐
- School clubs ☐

b Write a heading for each paragraph 1–4. Choose from the list in the box.

Sport	Computers	Music
Study	Art and photography	
Drama		

c Who is this text for – parents, teachers or students? How do you know?

Reading tip

Reading for general ideas

These questions ask about general ideas in the text. For question 9a:

- read the topics first and think about the differences between them
- read through the whole text quickly to find the general idea (this is called *skimming*)
- don't stop and worry about words you don't understand
- remember, you are looking for the topic of the *whole* text, not just one part of it
- after you choose a topic, read the text again to check your answer.

Do the same thing for question 9b, but this time think about each paragraph.

Student Activities



1

The orchestra has a great tradition at this school and there are concerts three times a year. We also have a wonderful jazz band. Your son or daughter can practise the guitar after school and we have a lunch time singing group.

2

As well as the regular PE lessons we have school clubs for tean sports. Your son or daughter ca play football, hockey, basketba or table tennis, and there is als an Athletics Club which meet once a week in the school gym.

3

The Camera Club and the Painting Group are popular with creative students. The school often puts on exhibitions of students' artwork.

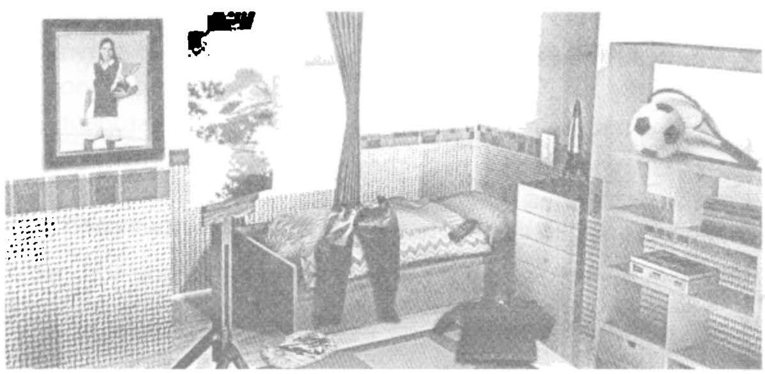
4

The library is open at lunch tim and after school. There is also study group for students who war a place to work or who need extr help with their homework.

10 Write

Choose one picture and write a paragraph about Angela or Michelle. Decide and write about these things:

- the girl's age
- the clothes she wears
- things she does in her free time
- things she doesn't like doing



Angela's room



Michelle's room

Unit check

Fill in the spaces

Complete the text with the words in the box.

stays subjects live train ~~Physics~~ usually twice time Science every

Rosa Giordano is in her first year at Bristol University. She studies *Physics*, Chemistry and Biology – they're difficult [1] Subjects but Rosa enjoys them and she wants to be a [2] Science teacher when she finishes her studies. Rosa and her family [3] live 40 km from Bristol, so she gets up early and catches the [4] train at 8.05 [5] every morning. Her classes finish in the afternoon, but [6] twice a week she studies in the library until 6.30. Her cousin Sylvia has got a flat in the centre of Bristol and Rosa sometimes [7] stays with her. When the two girls have some free [8] time in the evenings, they [9] meet their friends for a meal and then go to their favourite dance club.

9

Choose the correct answers

Circle the correct answers, a, b or c.

1 At Sonia's school the students don't wear a ....
 a (uniform) b timetable c language

2 .... often do you go to the cinema?
 a When b Why c (How)

3 What subjects does Patrick .... at school?
 a (study) b studies c studying

4 When .... our exams start?
 a is b are c (do)

5 Liz .... listens to pop music because she doesn't enjoy it.
 a usually b always c (hardly ever)

6 The boys' father often helps .... with their homework.
 a him b they c (them)

7 I study History, but I don't really enjoy ....
 a him b (it) c me

8 A Do you have lunch in the school dining room?
 B Yes, we ....
 a have b (do) c are

9 Mum .... a hot meal for the family at lunch time.
 a eats b drinks c (cooks)

8

Correct the mistakes

In each sentence there is a mistake with the present simple or with frequency expressions. Underline the mistake and write the correct sentence.

1 My piano lesson finish at five o'clock. *My piano lesson finishes at five o'clock.*
2 You bring your lunch to school? Do you bring your lunch to school?
3 What time the film starts? wat time the film start?
4 I use my computer every days. I use my computer every day.
5 Our cat sleeps always in my room. Our cat always sleeps in my room
6 They go swimming three time a week. They go swimming three times a week
7 Sarah doesn't never drink coffee. Sarah never doesn't drink coffee
8 What your parents do on Sunday evenings? What do your parent's do on Sunday eveni...
9 Our Art classes usually are interesting. Our Art classes are usually interesting

8

How did you do?

Total: 25

☺ Very good 20 – 25	😐 OK 14 – 19	☹ Review Unit 2 again 0 – 13

3 A helping hand

1 Remember and check

Read the sentences about Pauline Jones. Circle the correct answers, a, b or c. Then check with the text on page 34 of the Student's Book.



1 Pauline is having ...... before she goes to university.
- a a holiday
- (b) a year off
- c an exam

2 She is ...... in Belize.
- (a) working as a volunteer
- b studying Spanish
- c travelling

3 She wants to ...... the coral reefs.
- a help
- (b) protect
- c pollute

4 She is worried because a lot of reefs are ....
- a doing research
- b cleaning
- (c) dying

5 She is staying ....
- a in a hotel
- b with her cousins
- (c) with a family

2 Grammar

Present continuous for activities happening now

(a) Complete the phone message with the correct form of *be* (affirmative or negative).

Hi, John. This is Patrick. I *'m* sitting in the bus. We [1] *are* coming in to south London, and it [2] *is* raining, of course! The streets are really busy today and we [3] *aren't* moving at all at the moment. Karen is here somewhere but I can't see her – she [4] *isn't* sitting near me. Anyway, I [5] *am* phoning to ask for some help. I know you [6] *are* studying at the library now, but when you finish can you meet us at the bus station? Mum and Dad [7] *are* working today, so they can't come and meet us. Give me a ring. Bye.

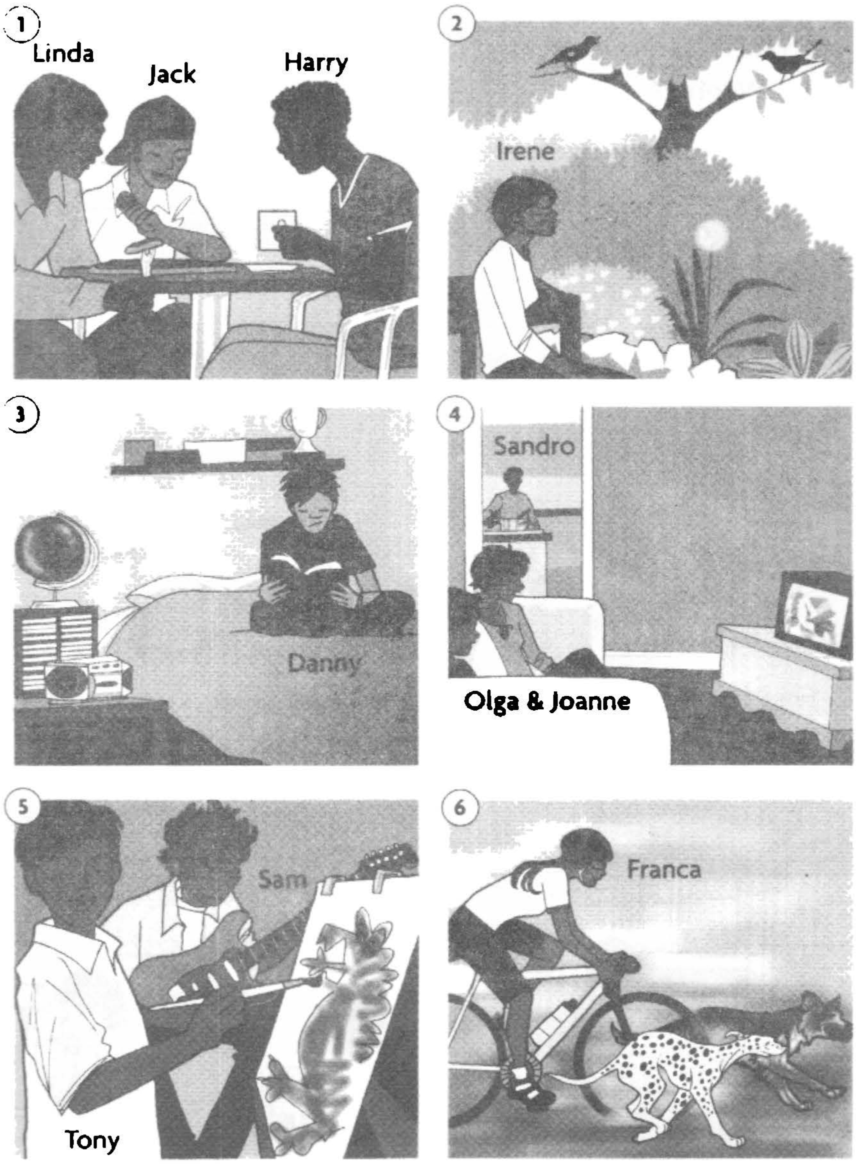


(b) There is a mistake in each of these questions. Underline the mistakes and write the correct words.

1 What you are doing? ...... *are you*
2 Are they driveing to Rome? ...... *driving*
3 What are Helena watching on TV? ...... *is Helena*
4 Is your brother swiming at the moment? ...... *swimming*
5 Who they are looking at? ...... *are they*
6 Why is the children crying? ...... *are the children*
7 Are you geting dressed? ...... *getting*
8 Is Luis listenning to the radio? ...... *listening*

c What's happening in the pictures?
Write two sentences in the present continuous for each picture.

1 *Jack and Linda are eating pizza.* .... *Harry is drinking coffee.*
2 ....
3 ....
4 ....
5 ....
6 ....



Present simple vs. present continuous

d Match the two parts of the sentences.

1 My friend always works
2 She's helping her mother
3 I enjoy going
4 They're studying
5 You aren't listening
6 Andrew leaves home

a for their exams now.
b at six o'clock every morning.
c to me.
d at the supermarket on Saturdays.
e with the cooking.
f to the cinema.

e Complete the sentences. Use the present simple or present continuous form of the verbs.

1 My father ....*starts*........ (start) work at nine o'clock every morning.
2 Sorry Mike, I can't talk to you now – I'm busy. I .... (do) my homework.
3 My cousins .... usually .... (not stay) with us in the summer.
4 Julia hardly ever .... (go) to the beach.
5 My brother .... (not use) the computer at the moment.
6 Be quiet, Amy! We .... (watch) this programme.
7 Jane isn't here at the moment. She .... (do) the shopping.
8 What .... you .... (do) after school on Fridays?
9 .... Steve and Matt .... (play) basketball this afternoon?
10 Can you help me? I .... (not understand) this question.

3 Vocabulary

Housework

a Maria's mother is in hospital. Maria has a list of jobs to do in the house and her friends are helping her.

Listen to the sounds. Write the numbers 1–6 next to six jobs in the list.

b Maria's mum is phoning from the hospital. Look at the pictures and write what Maria says to her on the phone.



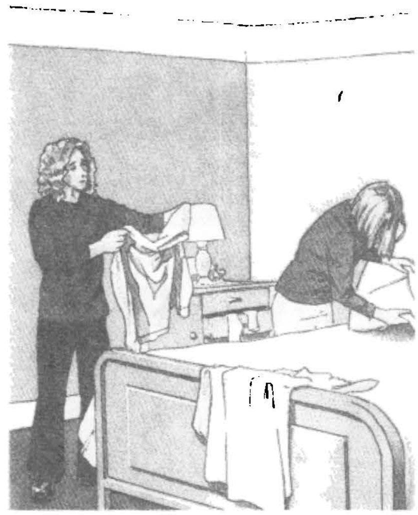
- [ ] Do the cooking
- [ ] Do the ironing
- [1] Do the shopping
- [ ] Do the washing-up
- [ ] Do the washing
- [ ] Clean the windows
- [ ] Tidy up
- [ ] Wash the car



1 We're fine, Mum. Stephanie *is doing the ironing*



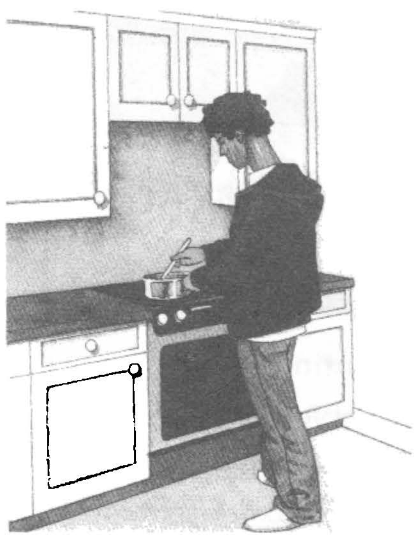
2 Tim clean the windows



3 Lisa and Susan Tidy up



4 René and Marina Do the washing-up



5 Tony Do the cooking



6 Kate and Richard Do the shopping

4 Pronunciation

/ɔː/ (*more*) vs. /ɜː/ (*girl*)

a Listen and repeat.

1 bored bird
2 born burn
3 walk work
4 short shirt

b Listen and write the words in the lists.

more door always learning
girl working talking birthday

/ɜː/	/ɔː/
girl	*more*
birthday	talking
working	always
learning	

c Underline the words with the /ɜː/ sound. Circle the words with the /ɔː/ sound. Then listen again and repeat.

1 All over the world.
2 I was born in Turkey.
3 Bert is working in Portugal.
4 The girls are organising their research.
5 Laura was early for work this morning.

5 Everyday English

Complete the dialogue with the words in the box.

out must You're crazy check Let's angel

Hugo: It's Ali's birthday next week. [1] Let's have a party for him.

Meral: Good idea. But where?

Mario: Maybe we can have it at school, in one of the classrooms.

Meral: What? You [2] must be [3] crazy, Mario! We can't have a party at school!

Hugo: Well, I think you can hire a room for parties at the French restaurant. I can [4] check it [5] out if you want.

Mario: No, that would be really expensive.

Barbara: I know! I'll ask my aunt if we can have the party at her house.

Hugo: Oh, great! Thanks, Barbara. [6] You're an [7] angel!



6 Study help

Pronunciation

The pronunciation of English words is often hard to guess from their spelling. Learn the phonetic alphabet to help you. You can:

- write words with their phonetic symbols in your Vocabulary notebook to show the pronunciation
- find out or check the pronunciation of a word by looking at the phonetic symbols in your dictionary.

Look at these vowel sounds and say the words. Can you think of two more words for each list?

/æ/	/ɑː/	/e/	/ɪ/	/iː/	/ɒ/	/ʌ/	/ʊ/	/uː/
bad	*start*	*red*	*big*	*feet*	*hot*	*study*	*book*	*two*
cat	father	ten	leg	see	got	cup	took	too
	angel	get	hit	free	lot	cut		to

Skills in mind

7 Listen

a Read part of the interview with Pauline from page 37 of the Student's Book. Fill in as many words as you can.

b Listen and complete your answers. Then listen again to check.

Interviewer: I'm in Belize, and I'm talking to a volunteer worker, Pauline Jones, about her life here. Hi, Pauline.

Pauline: Hello.

Interviewer: Now, you're [1] ________ here in Belize for six months, is that right?

Pauline: Yes, that's [2] ________ . I'm working on a project to protect the coral reefs.

Interviewer: And [3] ________ are you doing right now?

Pauline: Well, I'm doing a test on the sea [4] ________ here. I'm testing to find out if the water [5] ________ polluted. It's part of my work.

Interviewer: And what do you [6] ________ in your free time?

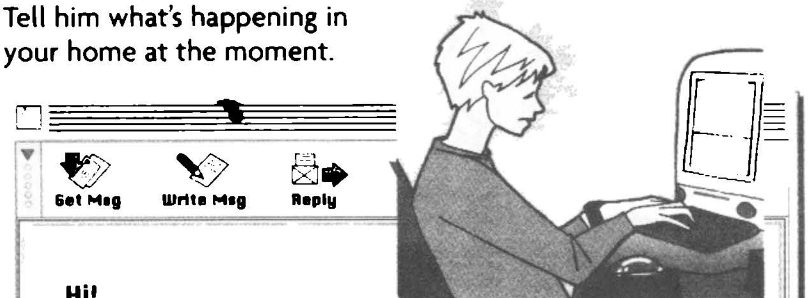
Pauline: I [7] ________ have much free time! I'm staying with a [8] ________ here in Belize, and when I'm not working I help around the house.

Interviewer: Doing what, for example?

Pauline: Oh, sometimes I do the [9] ________ and the washing, and of course I tidy my room. And I [10] ________ with the shopping at the weekends, too.

8 Write

Read Michael's email. Then write an email in reply to him. Tell him what's happening in your home at the moment.



Hi!

How are you? I'm not doing anything very interesting. I'm sitting in my room and I'm listening to the radio. They're playing old 1970s songs at the moment. The cat is here too – she's sleeping on my bed. My sisters are watching TV in the living room and they're laughing like idiots. Mum is cooking the dinner in the kitchen. Dad isn't here at the moment – he's working tonight. It's raining here and I'm feeling bored. What about you? What are you doing? Write and tell me what's happening.

Michael

Writing tip

Brainstorming

Before you start to write, 'brainstorm' ideas.

- Think of *all* the things that are happening now and make quick notes on a piece of paper, without stopping. Write words or phrases in English where you can, but it's fine to use words in your own language too.
- Don't worry if some ideas aren't very important, or if they are mixed up and out of order. The main thing is to get your mind working.

After brainstorming, you can look at your notes, cross out ideas you don't want to use and start to put the others in order.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

is works shopping ~~go out~~ moment morning hate up right the

Peter and his sister Sharon usually *go out* with their friends on Saturday, but this [1] morning they're busy at home. They're tidying [2] up after a big party for Sharon's birthday. At the [3] moment Sharon is doing [4] the washing-up in the kitchen and Peter [5] is cleaning the bathroom. They [6] hate housework, so they aren't having a lot of fun [7] right now. Their parents aren't at home. Mrs Fletcher always [8] works on Saturday mornings and Mr Fletcher is doing the [9] shopping at the supermarket.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 I always listen to the radio when I .... the ironing.
a (do) b help c work

2 Marco is .... the windows for his grandmother.
a tidying b washing up (c cleaning)

3 Steve is in Turkey now. .... in Istanbul.
a He stay b He stays (c He's staying)

4 Dianne and her sister .... playing tennis this afternoon.
a isn't (b aren't) c don't

5 It .... at the moment, but it's very cold.
a snows b doesn't snow (c isn't snowing)

6 Who are those boys over there? .... them?
a You know b Do you know (c Are you knowing)

7 A: Is Alice doing her homework?
B: No, she ....
a (isn't) b doesn't c don't

8 It's a nice day. .... go to the beach.
a I like (b Let's) c Do you want

9 Helena isn't here. She's .... out the new music shop.
a checks b checking (c check)

8

3 Correct the mistakes

In each sentence there is a mistake with the present continuous or the present simple. Underline the mistake and write the correct sentence.

1 Look! It raining now. *It's raining now.*
2 I'm listen to the radio at the moment. I am listening to the radio at the moment
3 They aren't here – they studying at the library. They are studing at the library.
4 Sally wears white trainers today. Sally is wearing white trainers today
5 Is Giorgio use the computer at the moment? Is Giorgio using the computer at the moment?
6 Irena often do the housework. Irena often does the housework
7 Are you often write letters? Do you often write letters?
8 Where you are going? Where are you going?
9 I'm not wanting to read this book. I'm not want to read this book

8

How did you do?

Total: 25

Very good	OK	Review Unit 3 again
20 – 25	14 – 19	0 – 13

4 A healthy life

1 Remember and check

Complete the sentences with the adjectives in the box.
Then check with the text on page 40 of the Student's Book.

sweet	worried	healthy	heavy	unhealthy

1 Sumo wrestlers are health, so it's difficult to throw them to the floor.

2 The wrestlers eat heavy food, but it's got a lot of calories.

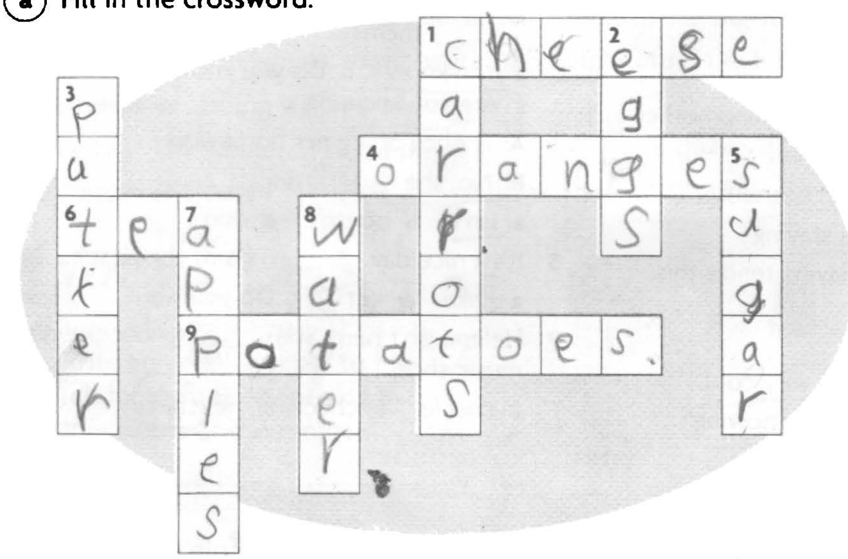
3 British doctors are Worri because teenagers are often very overweight.

4 Eating a lot of fried food is unhealthy

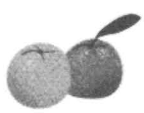
5 Fruit juice is usually sweet, but it's good for you.

2 Vocabulary

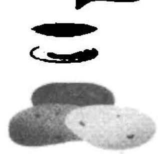
(a) Fill in the crossword.

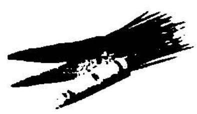


Across → 1 

4 

6 

9 

Down ↓ 1 

2 

3 

5 

7 

8 

(b) Use the crossword answers to complete the sentences.

1 oranges and apples grow on trees.

2 carrots and potatoes grow under the ground.

3 Milk and butter come from cows.

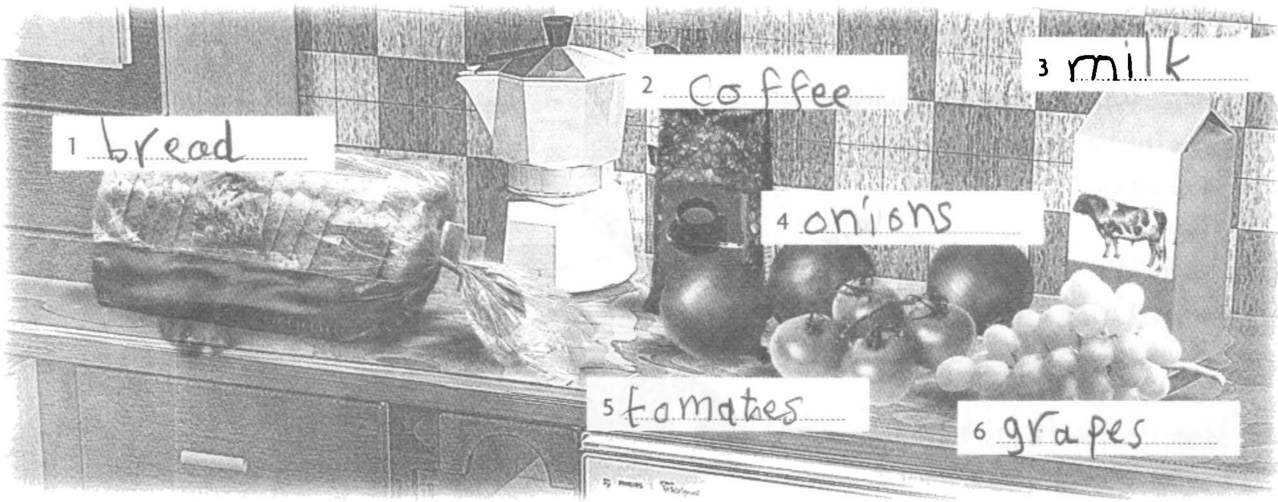
4 You can drink coffee and tea juice

5 You use eggs in an omelette.

6 sugar makes your coffee sweet.

(c) Put the letters in order to make labels for the picture.

seprag fefcoe klim edrab meotosta insoon



3 Grammar

Countable and uncountable nouns

(a) Are the words in Exercise 2 countable or uncountable? Write them in the correct lists.

Countable	Uncountable
carrots	water
eggs	tea
	sugar
patatoes	putter
apples	
oranges	

a/an and *some*

(b) Underline the correct verb in each sentence.

1 There *is/are* some milk on the table.
2 There *is/are* some meat in the fridge.
3 There *is/are* some sandwiches in the kitchen.
4 There *is/are* some money in my bag.
5 There *is/are* some paper here if you want to write anything.
6 There *is/are* some pens on Brian's desk.
7 There *is/are* some information about the city in this book.
8 There *is/are* some good songs on this CD.

(c) Complete the sentences with *a*, *an* or *some*.

1 We need Same milk, Some butter and Some eggs.
2 For lunch she's having an apple and Some cheese.
3 I want to make a sandwich. I need a tomato and an egg.
4 The boys are hungry, but there's only an orange and Some tomatoes in the kitchen.
5 Let's buy Some coffee and Some milk at the supermarket.
6 Can I have Some oranges, please? I want to make Some orange juice.
7 John's in the garden. He's drinking Same milk and eating an apple.
8 You can't make pasta – you've only got a potato and Som butter!

(d) Look at your desk and write four sentences about the things that are on it. Use *There is/are* with *a*, *an* or *some*.

Example: *There are some pens and some pencils.*

There are some apples in the gardean
There is a tomatoe
There are some meat in the fridge
There is a carrot.

much and *many*

(e) Complete the dialogue with the words in the box.

much sugar   many hours   much exercise   many emails
~~much food~~   many calories   much weight

Denise: What do you want to eat?

Sarah: Just a sandwich, I think. I don't eat *much food* at lunch time. How [1] many calories are there in this drink?

Denise: I don't know, but I don't think there's [2] much sugar in it.

Sarah: Maybe I'll just have some water. I'm on a diet, but I'm not losing [3] much weight

Denise: That's because you don't do [4] much exercise. You should stop worrying about your food and try to get fit. How [5] many hours a week do you spend sitting in front of the computer?

Sarah: A lot! But I can't help it. Do you know how [6] many emails I get? About ten every day. I spend two hours answering them every afternoon!



(f) Fill in the spaces with *much* or *many*.

I go to a fantastic school! We don't have [1] many lessons – only four a day. In the lessons we don't do [2] much reading. The activities are usually talking and listening to music. There aren't [3] many teachers, and they're all really cool! They never give us [4] much homework – we get one or two short exercises a week. We don't have [5] many exams, and they're always very easy, so we don't spend [6] much time studying ...

Of course, this isn't true! I guess there isn't [7] much chance of a school like that, but it's fun to imagine it!

4 Pronunciation

The schwa /ə/

(a) Listen and repeat the words. Underline the main stress. Then circle the syllables with the /ə/ sound.

salad   breakfast
hamburger   exercise
take-away   overweight

(b) Do the same with the phrases.

1 some mineral water
2 some bacon and eggs
3 a lot of potatoes
4 a hundred kilograms
5 a terrible supermarket

5 Culture in mind

a Mark the sentences *T* (true) or *F* (false). Then check with the text on page 44 of the Student's Book.

Breakfast

1 Nadia doesn't eat much toast for breakfast. F

2 Marcus never eats a cooked breakfast. F

Lunch

3 James sometimes eats fried food. T

4 Nadia doesn't eat eggs. T

Eating out

5 James and his family buy Chinese food and eat it at home. T

6 Nadia hardly ever eats out. F

7 Marcus goes to a Greek restaurant three times a week. F

b For each heading in the text, write a sentence about you.

Breakfast

I often eat breakfast.
I love eggs and olives That's all

Lunch

I bring some sandwiches
to school I often have orange juice

Eating out

I love in a big town and
There are many resturants I like eating out

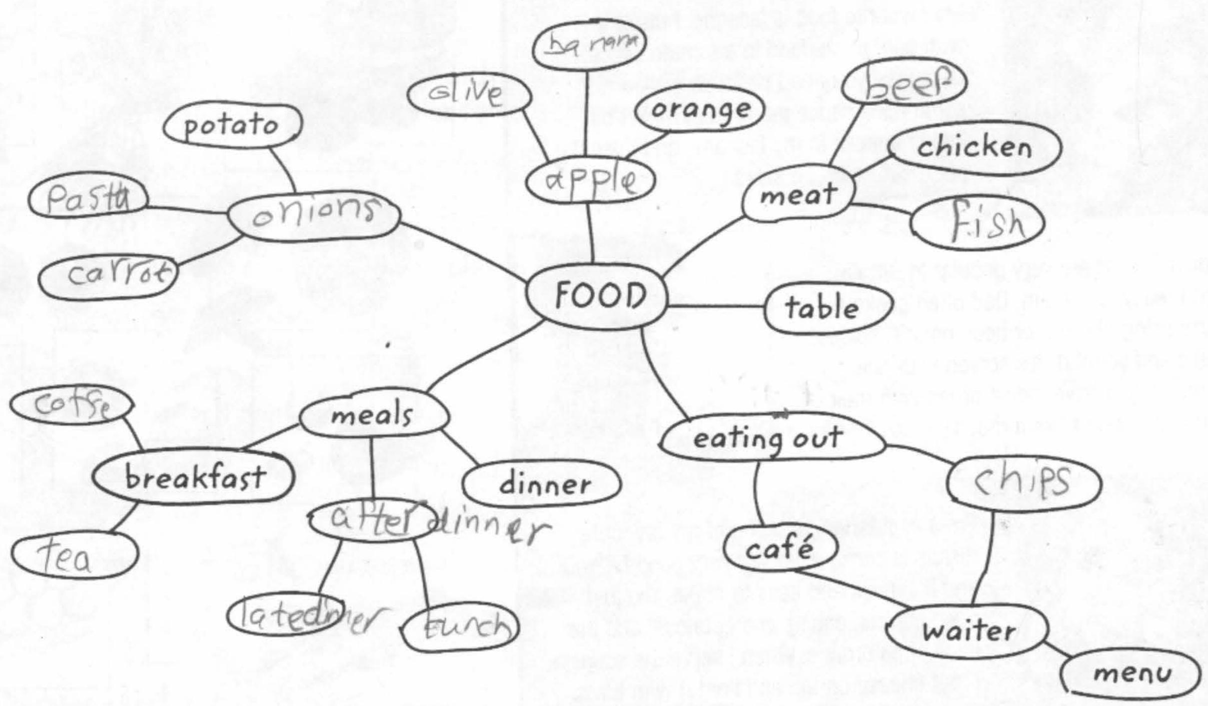
6 Study help

Vocabulary

You can put new words in lists in your Vocabulary notebook, or you can make a *spidergram*.

- Start with a topic word in a circle in the middle of the page.
- Write words connected to the topic word, and then other words connected to those ones, to make a 'web' of related words. Your spidergram can be as big as you like.
- There is no 'correct' form for a spidergram – you choose the words you use and the way you organise them.

Here is a spidergram on the topic of *Food*.
Write words in the empty circles. Then add more circles with words.



Skills in mind

7 Read

a In this text three people are describing their favourite meal. Read the text and answer the questions.

1 Who doesn't eat meat? Maria
2 Who eats chicken? Max
3 Who has some bread with their meal? Max
4 Who sometimes uses fish in their meal? Dianne

b Fill in the table with words from the text.

Meat and fish	Fruit and vegetables	Other food
....	....	....

Reading tip

Reading for specific information

Question 7a tells you the general idea of the text and asks you to find particular pieces of information.

- First read the questions carefully. Notice the question word *Who ...?* This tells you that each answer will be a person. Check the text quickly to find the people's names.
- Underline key words in the question (for example, *Who doesn't eat* *meat?*). When you read, look for the key words (for example, *meat*) and for related words (for example, *beef, chicken, bacon*).
- Look out for negatives in the questions and in the text. These are important for the meaning – and they are sometimes tricky!

Favourite Food



My favourite food is lasagne. I make it with beef or seafood in a tomato sauce. Of course you need pasta as well, and some thick sauce made from milk. I put lots of cheese in my lasagne, and I usually eat it with a green salad.

Indian curries are very popular in Britain, and I really love them. Dad often cooks a curry using chicken or beef, onions, spices, garlic and yoghurt. It's served with rice. Some people have Indian bread with their curry, but I don't like it much.

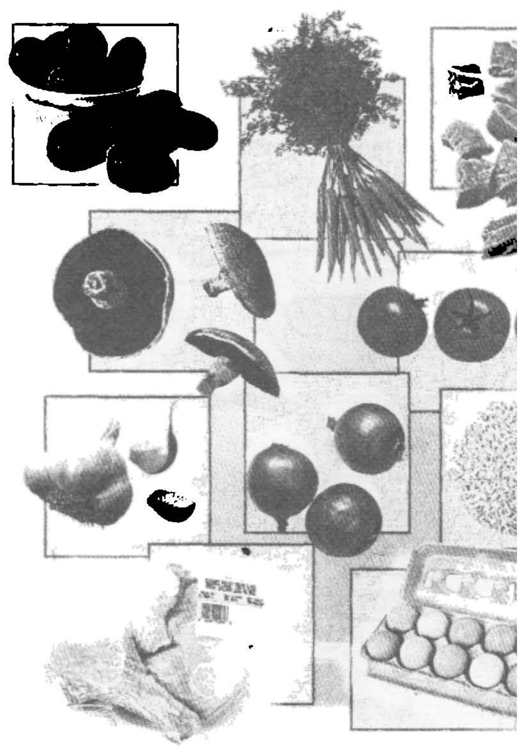




I'm a vegetarian, and one of my favourite dishes is carrot soup. It's very good for you and it's quick and easy to make. You just need carrots, onions and potatoes, and the juice of an orange. When I serve the soup I put cheese on top and I eat it with toast.

8 Write

Choose some of the food in the picture and write about a dish that you like.



Unit check

1 Fill in the spaces

Complete the text with the words in the box.

fish apple doesn't some breakfast vegetables ~~food~~ eats beef grapes

Cooking is a problem in the Linton family, because everyone wants different ...food... . Mr Linton likes [1] ...Some... meat in every meal – he has bacon and eggs for [2] ...breakfast... and his favourite dish is roast [3] ...beef... . Mrs Linton doesn't like red meat, so she only eats chicken and [4] ...fish... . Their son Chris is vegetarian – this means that he [5] ...doesn't... eat meat at all. For lunch he usually has a salad, and in the evening he has [6] ...vegetables... with pasta or rice . He also [7] ...eats... a lot of fruit – he has an [8] ...apple... or some [9] ...grapes... every day. So when the Lintons sit down for dinner, there are often three different meals on the table.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Are you ready to ....?
a (order) b food c drink

2 .... are my favourite vegetables.
a Eggs b Bananas (c Carrots)

3 A: I'd like some fruit.
B: OK. There are some .... in the kitchen.
a potatoes (b apples) c rice

4 We need to buy some ....
(a onions) b grape c tomato

5 She hasn't got .... bread.
a a (b much) c lot of

6 Would you like .... egg sandwich?
a some b a (c an)

7 There .... sugar in my coffee.
(a isn't much) b aren't many c aren't much

8 You need .... onions for this soup.
a a lot b lots (c a lot of)

9 I want to buy .... at the shop.
a a milk (b some milk) c some milks

8

3 Correct the mistakes

In each sentence there is a mistake with *a/an, some, much* or *many*.
Underline the mistake and write the correct sentence.

1 Let's have a fruit. *Let's have some fruit.*
2 How much carrots do you want? How many carrots do you want?
3 I'd like a rice and some vegetables, please. I'd like some rice and vegetables please.
4 Andrew eats lots bread. Andrew eats a lot of bread.
5 I've got some grapes and a apple for lunch. I've got some grapes and an apple for lunch.
6 How many food does your dog eat? How much food does your dog eat?
7 There isn't many butter in the fridge. There aren't much butter in the fridge.
8 I think Joanna has got a money. I think Joanna has got much money.
9 How much people can you see? How money people can you see?

8

How did you do?

Total: 25

Very good 20 – 25	OK 14 – 19	Review Unit 4 again 0 – 13

5 My hero!



1 Remember and check

Think back to the text about Julia Hill.
Can you match the numbers a–e with the definitions 1–5?
Check your answers with the text on page 50 in the Student's Book.

1	The age of one of the redwood trees	a	23
2	The number of days Julia stayed in the tree	b	70
3	The size (in metres) of Julia's tree	c	1,000
4	Julia's age when she learned about the plans for the forest	d	2
5	The number of weeks Julia planned to stay in the tree	e	738

2 Grammar

Past simple: *be*

(a) Underline the correct words.

1 There *was* / *were* some interesting programmes on TV yesterday.
2 The fruit *was* / *were* in a bowl on the table.
3 Our exams were very difficult, so we *were* / *weren't* very happy.
4 *You were* / *Were you* in the library yesterday?
5 One of my brothers *was* / *were* in Germany last year.
6 We enjoyed the meal last night. The food *was* / *wasn't* very nice.
7 *Was* / *Were* they on holiday in Greece?
8 Where *was* / *were* Richard last night?



(b) Read the dialogue between Sally and her grandmother. Fill in the spaces with *was*, *were*, *wasn't* or *weren't*. Then listen and check your answers.



Gran: Oh, look at this old record!
Sally: Who is it, Gran?
Gran: It's Buddy Holly. He ...*was*... my favourite singer when I [1] .... young!
Sally: [2] .... he British?
Gran: No, he [3] .... American.
Sally: I don't know him at all.
Gran: No, of course you don't. He died in 1959. And he [4] .... very old – he [5] .... only 22.
Sally: What happened?
Gran: Well, he [6] .... in a small aeroplane, in winter. Two other singers [7] .... in the plane with him. The plane crashed, and they all died.
Sally: Oh, that's terrible.
Gran: Yes, I [8] .... very sad. I cried all day!
Sally: Tell me more about him.
Gran: Well, *Peggy Sue* and *That'll Be The Day* [9] .... his famous songs in the 1950s. But they [10] .... my favourites – my favourite Buddy Holly song [11] .... *Everyday*. Do you want to hear it?
Sally: OK, Gran – play it for me!

Past simple: regular verbs

c **Write the past simple form of the verbs. Think carefully about the spelling. Is it *-ed*? *-d*? *-ied*? double consonant + *-ed*?**

1	enjoy	*enjoyed*	5	listen	listened	9	talk	talked
2	hate	hated	6	cry	cried	10	stop	stopped
3	climb	climbed	7	plan	planned	11	study	studied
4	stay	stayed	8	decide	decided	12	clean	cleaned

d **Look at the pictures and complete the sentences. Use some of the past simple verbs in Exercise 2c.**



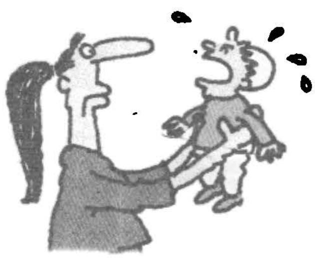
1 I *hated* eating vegetables when I was a child.



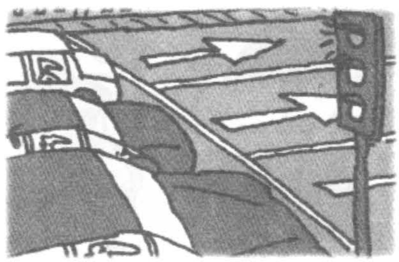
2 We cleaned all the windows on Saturday – it was hard work.



3 Tim listened to some good music on the radio last night.



4 The baby cried when I picked her up.



5 The cars stayed because the light was red.



6 Sally talked to Peter on the phone yesterday.

e **Complete the sentences. Use the negative form of the verbs in the box.**

study ~~visit~~ speak do answer cook

1 Kevin *didn't visit* his grandmother yesterday, but he phoned her at the hospital.
2 I asked him a question, but he didn't answer me
3 Mum didn't cook last night because we decided to eat out.
4 Sophie was really angry. She didn't speak to us for three days!
5 Lisa and Sam didn't study yesterday because their exams finished last week.
6 I washed all the clothes, but I didn't do the ironing.

f **Complete the paragraph. Use the past simple form of the verbs.**

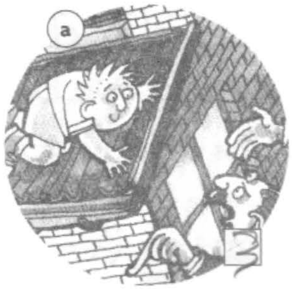
My aunt and uncle were in our town for a visit last weekend. They [1] didn't stay (not stay) at our flat – they [2] stayed (stay) in a hotel in the centre of town. Their room was nice, but my aunt [3] didn't like (not like) the food. She [4] visited (visit) us on Saturday, and she and Mum [5] talked (talk) for the whole afternoon. My uncle [6] didn't want (not want) to sit inside, so he and I [7] walked (walk) to the stadium to watch the football. But we [8] didn't have (not have) a very good time because our team [9] didn't play (not play) well and at 3.30 it [10] started (start) to rain.

3 Vocabulary

Phrasal verbs

(a) Look at the pictures. What are the people saying? Write the numbers 1–4 in the boxes.

1 Get out! 2 Get in! 3 Come down! 4 Climb up!

a 

b 

c 

d 

(b) We can use an object pronoun, like *it* or *them*, with some two-word verbs. The pronoun goes between the two parts of the verb. Look at the pictures and make sentences. Use words from each box.

put on take off ~~pick up~~ put down | it them

1 

2 

3 

4 

(c) Can you find phrasal verbs to complete these sentences? Choose a word from each box and then use your dictionary to check.

sit go grows Turn ~~try~~ | up off ~~on~~ out down

1 I usually ......*try on*...... clothes in the shop before I buy them.
2 John's little sister wants to be a doctor when she ....grows up....
3 ....Turn off.... the TV! All the programmes are terrible tonight.
4 Let's ....sit down.... on this seat and have our lunch.
5 Sorry, the boys aren't at home. They always ....go out.... on Friday nights.

4 Pronunciation

-ed endings

a) How many syllables are there in these past simple verbs? Write the number 1, 2 or 3. Then listen, check and repeat.

closed	....	studied	....
decided	....	started	....
watched	....	shopped	....
walked	....	protected	....
needed	....	worked	....

b) Listen and repeat the sentences.

1 She wanted a drink.
2 They watched a good film.
3 He walked a long way.
4 We visited our friends.
5 I hated that book!
6 She climbed the hill.
7 We decided to go home.

5 Everyday English

Read the dialogue and underline the correct words.

Petra: I never see Steve on the train. How does he get to school? By bus?

Matt: No, he cycles to school every morning.

Petra: What? You can't be [1] *serious* / *crazy*!

Matt: What's wrong with that? [2] *Loads* / *Lot* of kids ride their bikes to school.

Petra: Yes, but it's 15 kilometres to Steve's house.

Matt: That's right. But he loves cycling and he's really good at it. He wants to get into the national team [3] *today* / *one day*. At the weekend he often goes for a 40-kilometre ride in the mountains – he's incredibly fit.

Petra: That's [4] *awful* / *amazing*. I didn't even know he had a bike!

6 Study help

Vocabulary

There are lots of phrasal verbs in English, formed with a normal verb + a small word like *up*, *down*, *in*, *out*, *on* or *off*. Often the phrasal verb has a very different meaning from the verb on its own. If you can't work out the meaning, you can look up the phrasal verb in your dictionary.

a) In your Vocabulary notebook, write the verbs with *up* and *down* from Exercises 8a and 8b in the Student's Book.

- Make two lists (*up* and *down* verbs).
- Add a phrase or sentence to show the meaning of each verb.
- Learn both parts of the verb together.

b) Now look at this text and underline all the phrasal verbs.

> Jenny wakes up at 6.30 when her alarm clock goes off. She turns on the light, gets up quickly, puts on her tracksuit and trainers and sets off for a run before breakfast. Even when she gets cold and wet, Jenny goes on running – she doesn't slow down and she never gives up.

c) Add any new verbs to your *up* and *down* lists. Can you work out the meanings?

d) Start new lists with *on*, *off*, *in* and *out*.

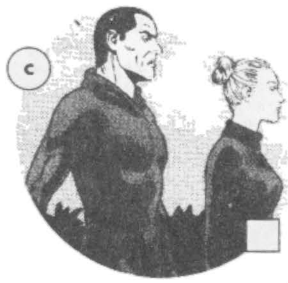
Skills in mind





7 Read

(a) Read the text and match the pictures with the paragraphs. Write 1–5 in the boxes.







An all-Italian hero

1 Ask any Italian teenager about their favourite comic book hero, and what's the answer? Superman? Spiderman? Batman? No, Italy's favourite hero is Diabolik.

2 Diabolik is all-Italian. The idea came from two Italian sisters, Angela and Luciana Giussani, in 1962. But he isn't only popular in Italy. You can buy Diabolik comic books in many countries and read about him in lots of different languages.

3 Who is Diabolik? Well, he is not the usual superhero. In fact, Diabolik is a thief. He takes things from rich people and then he runs away.

4 He's got a beautiful girlfriend called Eva. She helps him to plan his adventures and they really love each other. Diabolik meets lots of beautiful women but Eva is the only girl for him.

5 Ginko, a policeman, often tries to catch Diabolik but he is never successful. He always arrives too late to catch him.

(b) Read the text again. Mark the statements *T* (true) or *F* (false).

1 You need to know Italian to read the Diabolik books. ☐
2 You can find Diabolik books all over the world. ☐
3 Diabolik is an unusual hero. ☐
4 Diabolik has got a lot of girlfriends. ☐
5 Ginko helps Diabolik to plan his adventures. ☐
6 Ginko never catches Diabolik. ☐

(c) Find words in the text with these meanings.

1 liked by a lot of people (adjective) ....
2 amazingly strong and brave person in a book or film (noun) ....
3 person who takes other people's things (noun)
4 with lots of money (adjective) ....
5 very lovely, very good-looking (adjective)

Reading tip

If you're a fan of Diabolik, Asterix or Tintin, you can get the books in English translations. Or look for other comics written in English.

It's fun to practise your reading by following your own interests. For example, if you've got a favourite hobby, or if you're interested in a musician, an actor or a sports star, you can:

- read about them in English magazines
- go to fan websites in English on the Internet
- find out what other teenagers are saying by going to Internet chat rooms.

If you have a computer at home, try looking up Diabolik on the Internet now, and see what you can find in English.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

was wasn't were didn't born trees discovered travelled planned ~~Last~~

Last month, my boyfriend and I [1] planned 50 kilometres to visit Hinton Wood. I was [2] born near this place, and it was a lovely forest when I [3] travelled a child. It was also a great place to find mushrooms. We decided to take some sandwiches and we [4] discovered a quiet lunch next to the river But we [5] didn't enjoy the day. People were cutting down a lot of the [6] trees to make a road, and it was very noisy. When we tried to swim in the river, we [7] discovered that it was polluted. And there [8] discovered hardly any mushrooms. In the end, we decided to go home early, and I [9] wasn't happy at all.

/ 9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 It was cold, so she decided to put .... her jacket.
a (on) b off c down

2 I picked .... the book and started to read it.
a on (b up) c down

3 .... ! It's dangerous up there in that tree.
(a Come down) b Put down c Get out

4 My grandmother .... born in 1948.
a is (b was) c were

5 A: Was Paul at school yesterday?
B: No, he ....
(a wasn't) b weren't c didn't

6 Marilyn Monroe .... in 1962.
a killed (b died) c born

7 Our aunt and uncle .... us last month.
a visit b visits (c visited)

8 He .... football for Manchester United.
a playd b played (c plaied)

9 .... travel to Padova by bus.
a was b doesn't (c didn't)

/ 8

3 Correct the mistakes

In each sentence there is a mistake with the past simple.
Underline the mistake and write the correct sentence.

1 <u>They were</u> happy when you arrived? *Were they happy when you arrived?*

2 Is your friend at school yesterday? Was your friend at school yesterday?

3 There isn't many people at the party last night. There weren't many people at the party

4 Where are you born? Where were you born?

5 We cook lunch for the family last Sunday. We cooked lunch for the family last Sunday

6 Petra studyed History when she was at university. Petra studied History when she was at university

7 They wasn't live here in 2003. They weren't live here in 2003

8 We stoped painting when it started to rain. We stopped painting when it started to rain

9 I watched the film but I not liked it. I watched the film but I didn't like it

/ 8

How did you do?

Total: / 25

Very good 20 – 25	OK 14 – 19	Review Unit 5 again 0 – 13

6 Good friends



1 Remember and check

Match the two parts of each sentence. Then check with the text on page 56 of the Student's Book.

1 There were only two athletes with a chance
2 At the beginning of the competition, Owens had
3 Owens stepped over
4 Owens beat Long by 27 centimetres and won
5 Adolf Hitler was
6 The first person to shake
7 They stayed

a friends for the rest of their lives.
b the white line when he jumped.
c some problems.
d the gold medal.
e to win the gold medal.
f very angry and he left the stadium.
g hands with Owens was Lutz Long.

2 Grammar

Past simple: regular and irregular verbs

(a) Underline the correct words.

1 Did you like the film? I *taught* / *thought* / *thank* it was terrible!
2 Tom *wanted* / *won* / *went* an omelette, but we didn't have any eggs.
3 I phoned Kate from the station and *seed* / *sayed* / *said* goodbye to her.
4 Thanks for the meal. We really *enjoy* / *enjoyed* / *enjoied* it.
5 The CD *was* / *wasn't* / *weren't* very expensive, so they decided to buy it.
6 Many years ago, my father *met* / *meeted* / *made* a man called George Jones.
7 After a month, the two girls *become* / *became* / *becomes* very good friends.
8 Last year my sister *left* / *let* / *leaved* school and got a job.

(b) Complete the sentences. Use the past simple form of the verbs in the box.

begin	eat	win	meet	leave	go



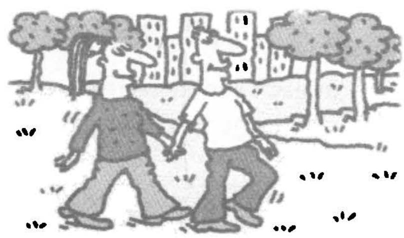
1 We haven't got any chocolates. You ....ate.......... them all yesterday!



2 My friends ....left.... the party at 11 o'clock and walked home.



3 Our team ....won.... the football final this afternoon. It was a great game!



4 After lunch on Sunday, Nick and Beth ....went.... for a walk in the park.

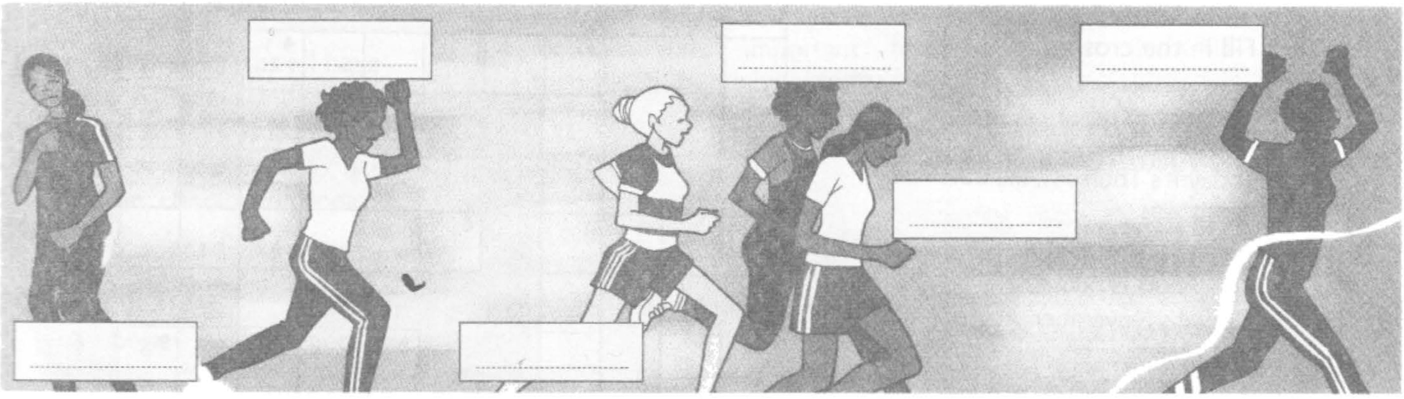


5 The teacher was late, so our lesson ....began.... at 9.30.



6 I ....met.... Paolo at 1 o'clock and we had lunch together at the café.

c Read the sentences. Can you work out the names of the six girls? Write the names in the boxes.



> There were six girls in the 1500 metres race.
>
> Pat and two other girls got the medals.
>
> Angela didn't finish the race.
>
> Judy finished the race but she didn't beat anyone.
>
> Maria beat Judy, but she didn't get a medal.
>
> Liz didn't win the silver medal.
>
> Sandra wasn't the winner – two girls beat her.

d Chris was a volunteer worker at the Sydney Olympic Games in 2000. Read the interview and write the questions.

Interviewer: *Did you get money for your work?* (*get / money for your work?*)

Chris: No, I didn't. I was a volunteer.

Interviewer: did you met a famous athlete (*meet / a famous athlete?*)

Chris: Yes, I did. I met Kathy Freeman.

Interviewer: did she speak to you? (*speak to you?*)

Chris: Yes, she did. We had a short talk.

Interviewer: did the volunteers stay in the olympic village (*the volunteers / stay / in the Olympic village?*)

Chris: No, they didn't. Only the athletes stayed there.

Interviewer: did you work hard (*work hard?*)

Chris: Yes, we did – but it was fun.

Interviewer: did people enjoy the olympic games (*people / enjoy / the Olympic Games?*)

Chris: Yes, they did. It was really great.

e Read part of the dialogue from Exercise 7 on page 59 of the Student's Book. Try to fill in the past simple verbs. Then listen and check.

Esra: I *saw* a funny programme on TV last night. It was called *The Cream on the Cake.* 1 .... you .... it?

Wendy: No, I 2 .... What was it about?

Esra: Well, there were these two girls called Jane and Louise. They 3 .... really good friends. So one day they 4 .... lunch together and they 5 .... a boy called Danny – he came and sat down at their table. The problem was, both Jane and Louise 6 .... him.

Wendy: Oh, yeah ...

Esra: Well, Jane went out with this boy Danny – they 7 .... to the cinema together – and Jane 8 .... he was wonderful, you know? So she 9 .... really happy. But then the next day she was in the bus, and she 10 .... through the window and she saw Danny and her friend Louise together!

Wendy: Oh no! So what happened?

Esra: Well, the two girls had a big argument later that day. They stood there in the street and 11 .... at each other.

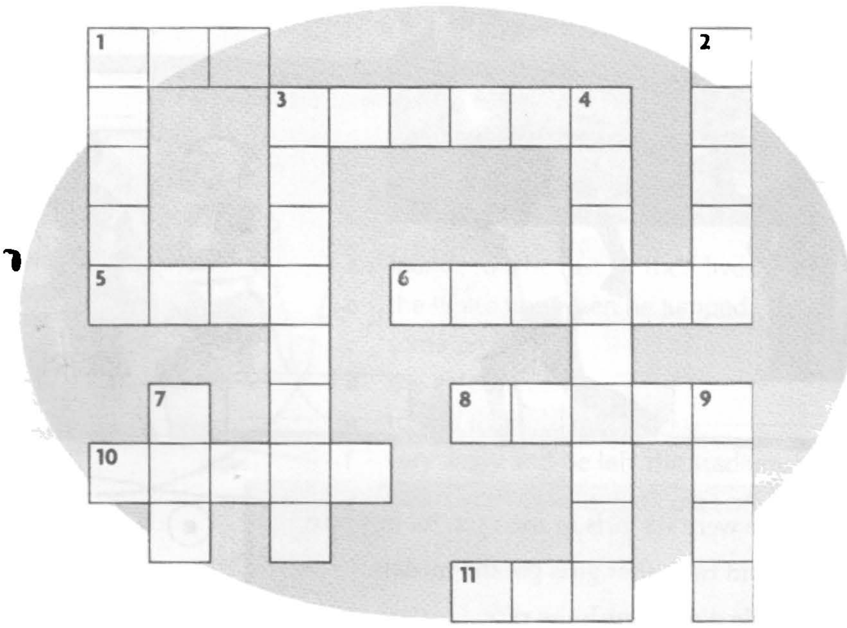
Wendy: So that was the end of their friendship, right?

Esra: No, wait! The next minute, the girls looked across the street and who 12 .... they .... ? Danny! He was at the café, and he had a big cream cake in front of him ...

3 Vocabulary

Past time expressions

(a) Fill in the crossword.



Across →

1 The month before June is ....
3 Today it's Thursday. Six days ago it was ....
5 It's 10.30 now. Half an .... ago it was 10 o'clock.
6 Now it's November. August was three .... ago.
8 Today it's 1st May. Two days ago it was 29th ....
10 It's 2003 now. I met Paul four .... ago, in 1999.
11 It's Monday. Wednesday is the .... after tomorrow.

Down ↓

1 Now it's July. Four months ago it was ....
2 Today it's 22nd October. Two .... ago it was 8th October.
3 .... is the month after January.
4 .... was one day ago.
7 The time is 8.15 now. ...... minutes ago it was 8.05.
9 Today it's Sunday, 4th November. .... Sunday it was 28th October.

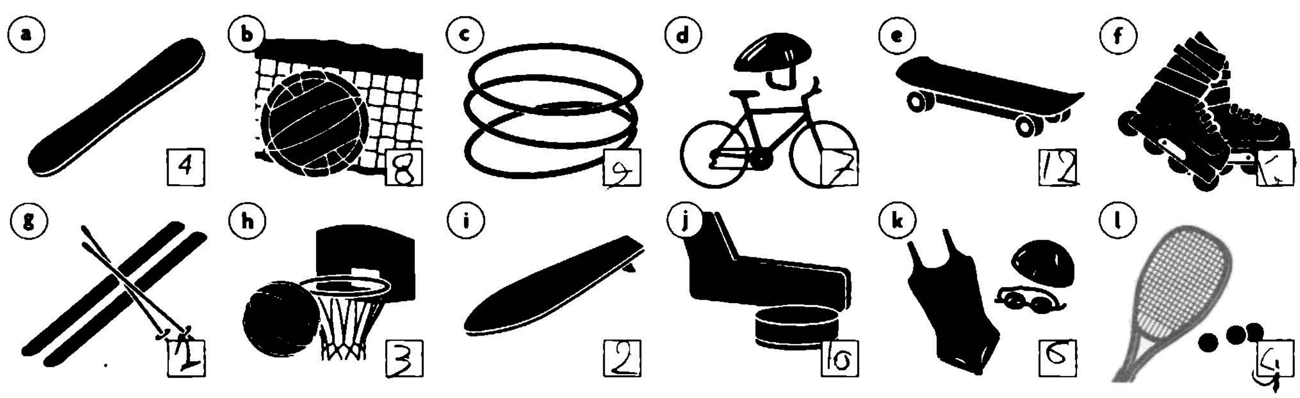
(b) Write true answers to the questions.
Write full sentences and use some of the time expressions from Exercise 3a.

1 When did you last go to the cinema? ....
2 When did you last have a History lesson? ....
3 When did you meet your best friend?
4 When did you last eat a meal?
5 When did you start doing this exercise? ....

Sports

(c) Match the sports with the pictures of equipment. Write the numbers 1–12 in the boxes.

1 skiing **2** surfing **3** basketball **4** ~~snowboarding~~ **5** tennis **6** swimming
7 cycling **8** volleyball **9** rollerblading **10** ice hockey **11** gymnastics **12** skateboarding



4 Pronunciation

Word stress

a These verbs all have two syllables. Underline the main stress – is it on the first or the second syllable? Listen, check and repeat.

1 happened 4 arrived
2 listened 5 studied
3 began 6 became

b Write the words in the lists. Then listen, check and repeat.

~~morning~~ ~~November~~ ~~yesterday~~ ~~because~~ July stadium medal athlete important tonight teenager fantastic friendship beginning today exercise

Oo	oO	Ooo	oOo
morning	*because*	*yesterday*	*November*
....	....	....	....
....	....	....	....
....	....	....	....

5 Culture in mind

Find words and phrases 1–6 in the text on page 60 of the Student's Book. Match them with definitions a–f.

1 get in touch with
2 cheap
3 population
4 break
5 steal
6 wasting time

a take something that doesn't belong to you
b not doing anything good or useful
c not expensive
d communicate with (somebody)
e free time between lessons
f the number of people who live in a city or country

6 Study help

Grammar

A lot of important and common verbs have an irregular past simple form.

- Make a list of irregular verbs and add to it as you learn more. Write the base form and the past simple form together, in two columns.
- Learn both forms of the verb together. Read through your list regularly and say the two forms aloud to yourself.
- Test yourself: cover one of the columns and say or write the hidden verbs. Or you can make a set of cards with the base form on one side and the past simple on the other.
- To find out the past form of an irregular verb, you can use the list on page 138 of the Student's Book. You can also look up the verb in your dictionary. If the past form is not listed, the verb has the regular *-ed* ending.

a Find the past simple form of these irregular verbs.

1 make ....
2 get ....
3 come ....
4 see ....
5 take ....

b Here are some more irregular past forms. Can you write the base forms?

1 swam ....
2 forgot ....
3 spoke ....
4 drank ....
5 gave ....

Skills in mind

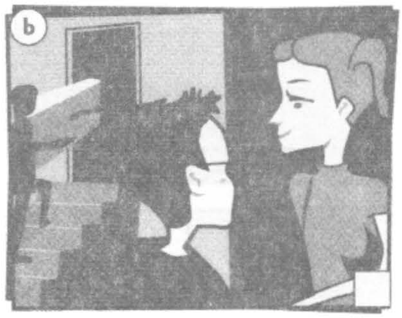
7 Listen

Listen to Lisa talking about three of her friends, Greg, Peter and Michael. Match each name with two pictures. Write the number 1, 2 or 3 in each box.

Lisa's friends 1 Greg 2 Peter 3 Michael

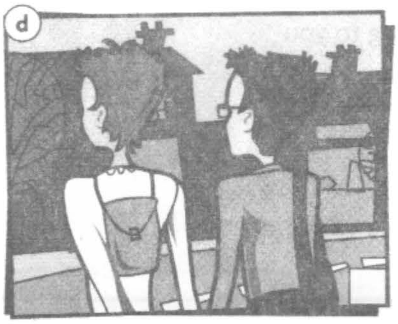
How they met

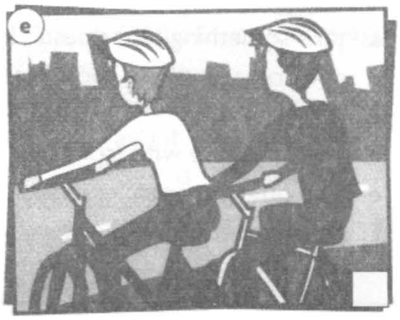






What they do together







Listening tip

Before you listen

- Spend some time looking at the pictures. What do they show you about the people? What can you guess about them? Try to predict some things that Lisa will say about each picture.

While you listen

- First listen to part 1 and think about the example. What words can you hear that link the recording to picture c?
- Now listen to the three parts of the recording without writing anything. Listen to Lisa's voice and try to get the general idea of what she is saying.
- Listen a second time and fill in the boxes. Stop the cassette at the end of each part if you need more time to think.
- Listen for words that are stressed – these are usually the important ones with the main meaning.
- If you don't understand some things that Lisa says, don't worry! Remember, to complete the matching exercise, you don't need to understand every word.
- When you have filled in all the boxes, listen again to check your answers.

8 Write

Write two paragraphs about one of your friends. Include this information:

Paragraph 1

- Where and when did you meet this person?
- When did you become friends?

Paragraph 2

- How often do you see your friend?
- What do you like doing together?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

was ago began looked became surfing ~~went~~ friendship said didn't

When I was nine, I ......*went*...... to Sardinia with my grandparents. I liked [1] .... and the beaches were great, but I was lonely because I [2] .... have any friends. One afternoon I walked up the street behind our hotel. Suddenly there [3] .... a big brown dog in front of me. It [4] .... at me with angry yellow eyes and I [5] .... to get nervous. Then an Italian girl came down the street. 'It's OK,' she [6] .... to me. She shouted some words in Italian, and the dog went away.

The girl was Chiara, and after this we [7] .... good friends. That was six years [8] .... , but I still write to Chiara and our [9] .... is very important to me.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Good .... players are usually tall.
a skateboarding b basketball c skiing

2 For .... you need a bike.
a gymnastics b surfing c cycling

3 .... is a winter sport.
a Volleyball b Snowboarding c Rollerblading

4 We played tennis ....
a yesterday afternoon b last afternoon c afternoon ago

5 James and Kevin .... a big argument on Friday.
a had b did c said

6 I .... the music was fantastic!
a thoght b thouhgt c thought

7 Your team .... us in the final.
a beat b win c won

8 When .... home?
a she went b did she go c did she went

9 I .... to Sarah on the phone.
a didn't talk b didn't talked c wasn't talk

8

3 Correct the mistakes

In each sentence there is a mistake with the past simple or with past time expressions. Underline the mistake and write the correct sentence.

1 Claire is an excellent athlete 15 years ago. *Claire was an excellent athlete 15 years ago.*
2 Antonio go to the stadium yesterday. ....
3 Had they a good time at the concert on Saturday? ....
4 They was in the best team. ....
5 I not ate much for lunch yesterday. ....
6 What he watches on TV last night? ....
7 The film began at 8 o'clock and finish at 9.30. ....
8 Where you met Elizabeth? ....
9 Anna leave the swimming pool an hour ago. ....

8

How did you do?

Total: 25

Very good	OK	Review Unit 6 again
20 – 25	14 – 19	0 – 13

7 The secrets of success

1 Grammar

have to / don't have to

(a) Match the two parts of each sentence.

1 Before our exams we
2 Jane can't go out now because she
3 To send a text message, you
4 I want a sandwich, so I
5 If he wants to drive a car, he
6 At King's School, every student

a has to get a driver's licence.
b have to buy some bread.
c has to wear a uniform.
d have to study hard.
e has to tidy her room.
f have to have a mobile phone.

(b) Put the words in order to make sentences.

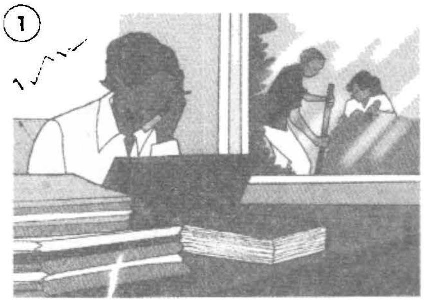
1 my have I do school to after homework
I have to do my homework after school
2 at Doctors have good don't be to painting
Doctors don't have to be good at painting
3 teacher everything A have know to doesn't
A teacher doesn't have to know everything
4 do after have We the to lunch washing-up
We have to do the washing up after the lunch
5 You tomorrow have get up to don't early
You don't have to get up early tomorrow
6 Roberto work the doesn't holidays have in to
Roberto doesn't have to work in the holidays

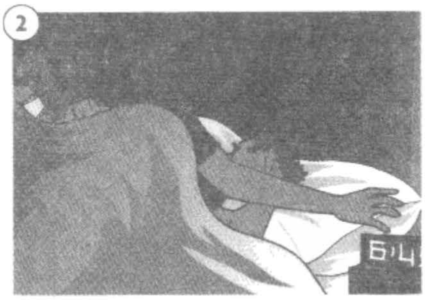
(c) Complete the sentences with *have to, has to, don't have to* or *doesn't have to*.

1 A singer doesn't have to know how to swim.
2 Football players have to be very fit.
3 A Biology teacher has to be good at Science.
4 When you play tennis, you have to run quickly.
5 A writer doesn't have to be beautiful.
6 Waiters don't have to study at university.

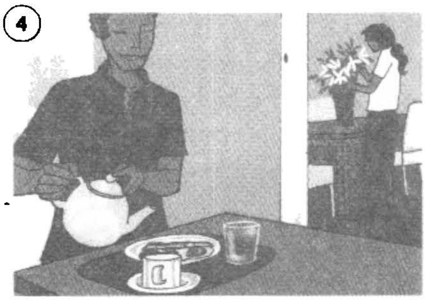
(d) Write sentences with *have to, has to, don't have to* or *doesn't have to*. Check with the texts in the Student's Book if you need to.

1 Helicopter pilots – know how to read maps (Unit 1)
Helicopter pilots have to know how to read maps.
2 Julie Baker – go to the helicopter school by bus (Unit 1)
Julie Baker go to the helicopter
3 Matthew and his brother – go to school (Unit 2)
....
4 Alan Martin – wear a white shirt at school (Unit 2)
....
5 Pauline Jones – work in Belize (Unit 3)
....
6 Successful Sumo wrestlers – be heavy (Unit 4)
....
7 Text messages – be short (Unit 6)
....

1


2


3


4


5


6


e **Read the questions, look at the pictures and write the short answers.**

1 Does Jeremy have to work at home?

Yes, he does. ....

2 Do Tom and Angela have to get up early?

....

3 Does Jeremy have to do the shopping?

4 Does Angela have to cook breakfast?

....

5 Does Angela have to do the ironing?

6 Do Jeremy's friends have to clean the swimming pool?

f **Look at the table. In the last line, tick (✓) the things you have to do. Then write questions with *have to* and short answers.**

				
Mario		✓		✓
Giovanna	✓		✓	
Helena	✓	✓		
Stefano	✓			
YOU				

1 Mario? 

A: *Does Mario have to do the cooking?*

B: *Yes, he does.*

2 Giovanna and Stefano? 

A: ....

B: ....

3 Giovanna? 

A: ....

B: ....

4 Helena and Stefano? 

A: ....

B: ....

5 You? 

A: *Do you have to do the cooking?*

B: *Yes, I do. / No, I don't.*

6 You? 

A: ....

B: ....

2 Vocabulary

Jobs

(a) Find and (circle) the names of 12 jobs in the puzzle.

(b) Write the jobs. Use ten words from the puzzle.

1 This person works in a school.
teacher

2 These two people work on planes.
pilot .... Flightattendant

3 These two people work in hospitals.
Doktor .... nurse

4 This person often writes letters and answers the phone. Secretary

5 This person works with animals.
Vet

6 This person helps to make roads and buildings. engineer

7 This person is a good athlete.
sportplayer

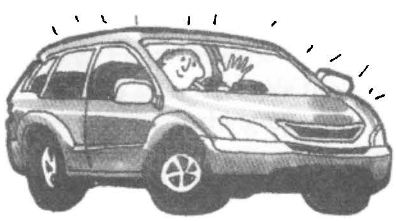
8 This person has to look inside people's mouths. Denist

F	G	L	P	I	L	O	T	X	R	F	I	N
L	O	S	R	E	P	S	S	E	N	I	I	U
H	T	E	N	N	I	S	P	L	A	Y	E	R
G	D	L	I	L	X	N	I	B	S	M	E	S
H	E	A	K	P	I	J	S	S	R	Y	F	E
T	N	W	Z	S	H	C	E	O	E	T	S	L
A	T	Y	Q	I	J	T	V	E	T	P	E	U
T	I	E	L	N	D	E	R	E	S	R	C	F
T	S	R	E	G	N	A	L	D	F	D	R	O
E	T	U	L	E	T	C	J	O	R	D	E	S
N	I	K	A	R	G	H	D	A	C	B	T	R
D	L	Y	T	I	O	E	Y	H	P	D	A	M
A	T	L	I	L	M	R	V	Q	S	X	R	A
N	I	O	P	I	D	O	C	T	O	R	Y	E
T	J	E	N	G	I	N	E	E	R	H	U	B

3 Grammar

have to or *had to*

Underline the correct words.



1 A: Did you clean Tim's car?
B: No, he *have to* / *has to* / *had to* do it himself.



2 A: Look at your room!
B: I know. I *have to* / *has to* / *had to* tidy it up.



3 A: Did you *have to* / *has to* / *had to* walk here in the rain?
B: No, Frank drove me.



4 A: Carol's really good at studying.
B: That's right. Her parents never *have to* / *has to* / *had to* help her.



5 A: Can Simon and I come over to your place, Grandad?
B: Sure. But we *have to* / *has to* / *had to* do some shopping first.



6 A: You're really late, Mum!
B: I know. The train was late. I *have to* / *has to* / *had to* wait for two hours.

4 Pronunciation

have to

a Listen and repeat.

1 We have to leave now.
2 They don't have to go out.
3 She has to do the washing.
4 He doesn't have to study tonight.
5 He had to cook this evening.
6 Does he have to drive to the shop?

b Listen and tick (✓) the verb you hear, *have to*, *has to* or *had to*.

	have to	*has to*	*had to*
1			
2			
3			
4			
5			
6			

5 Everyday English

Think back to the photo story in the Student's Book. Who said these sentences, Amy or Dave? Check your answers with the photo story on page 66.



1 You're doing a paper round!

....

2 Isn't it a lot of work for hardly any money?

....

3 But I'm doing it for a reason!

....

4 I'm saving up for a good guitar.

....

5 I don't get a lot of pocket money.

....

6 Study help

Pronunciation

Phonetic symbols can help you to remember words with difficult pronunciation. It's also a very good idea to mark the main stress. In a dictionary, the marking is a short line ' before the stressed syllable, for example:

programme /'prəʊgræm/
computer /kəm'pju:tə/
population /pɒpjə'leɪʃən/

You can mark the stress in a different way, for example:

programme computer population

O o o O o o o O o
programme computer population

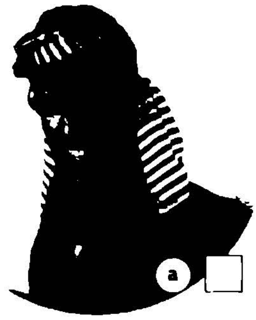
Look at words 1–8 in phonetic symbols. Match them with words a–h. Mark the stress and practise saying the words. Then listen, check and repeat.

1 /dɒktəʳ/	a engineer
2 /paɪlət/	b football player
3 /endʒɪnɪəʳ/	c doctor
4 /æθli:t/	d secretary
5 /sekrətᵊri/	e photographer
6 /flaɪt ətendᵊnt/	f flight attendant
7 /fʊtbɔ:l pleɪəʳ/	g pilot
8 /fətɒgrəfəʳ/	h athlete

Skills in mind

7 Read

Match the two parts of the sentences about famous people. Then match the sentences with the photos. Write the numbers 1–5 in the boxes.



a ☐

1 At school she wasn't popular and no one thought she was good-looking,
2 His PE teacher said that he wasn't very strong,
3 He didn't show his writing to anyone and thought his friends would laugh at it,
4 His music teacher said he wasn't good enough to write music,
5 At school he was nervous and girls weren't interested in him,

a but he became one of the great writers of the world.
b but he became one of the world's greatest musicians.
c but he became the first man to climb Mount Everest.
d but he became a superstar of the cinema.
e but she became one of the top models in the world.



b ☐



c ☐



d ☐



e ☐

8 Write

(a) Read the paragraph about Amy's dream, and what she has to do to make it come true. Fill in the spaces with words from Unit 7.

> *I really love music and my dream is to be a .... with a band. I first started thinking about this three years ago. But it isn't going to be easy. I have to get some money to buy some equipment. I haven't got .... parents, because my mother hasn't got a .... and my father doesn't make a lot of money. But now I'm doing a paper .... to get some money to buy a good ....*

(b) Write a paragraph about your dream. Use this information:

- What is your dream?
- When did you first start thinking about this dream?
- What do you have to do to make it come true?
- What are you doing now to help make it come true?

Writing tip

In your writing you can use connectors like *and*, *but* and *because* to link your ideas.
Look at these three connectors in Exercises 7 and 8a. Then match the words and the definitions.

1 and — a links an event with a reason *why*
2 but — b links two ideas or events that are similar
3 because — c links two ideas or events that are different

Try to use each of these connectors in your paragraph for Exercise 8b.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

have has player job successful doctors dentist dream hours ~~vet~~

Sonia's mother is a ......vet......, her father is a [1] ...... and her two brothers are studying to be [2] .... But Sonia isn't interested in getting a [3] ...... in medicine – she wants to become a professional tennis [4] ......, and her [5] ...... is to play tennis for her country at the Olympic Games. At the moment, she's in the girls' under-18 national team. These players [6] ...... to be very fit, so every morning Sonia gets up at 5.30 and runs for an hour before breakfast. Before and after school, she goes to her tennis club – she has to practise for three [7] ...... a day. But she also [8] ...... to go to school and do her homework in the evening. It's very hard work, but Sonia is determined to be [9] ...... in her sport.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 ...... help people when they are in hospital.
a Nurses b Doctor c Dentists

2 Flying a plane is a ...... job.
a pilot's b lawyer's c singer's

3 Computer ...... put information into computers.
a attendants b programmers c players

4 I phoned Mrs Grant and left a message with her ......
a vet b engineer c secretary

5 If you want to be a lawyer, you have to get very good ...... at school.
a exams b dreams c results

6 John has to ...... to buy a good computer.
a save up b saves up c saving up

7 You're lucky! You ...... do the washing-up.
a have to b has to c don't have to

8 A pop singer ...... have to study at university.
a doesn't b don't c didn't

9 We didn't have much time, so we ...... be quick.
a have to b had to c didn't have to

8

3 Correct the mistakes

In each sentence there is a mistake with *have to / don't have to*.
Underline the mistake and write the correct sentence.

1 You have work hard in this job. *You have to work hard in this job.*
2 A nurse usually have to wear a uniform. ......
3 Engineers have to being good at Maths. ......
4 My parents not have to work at the weekend. ......
5 Maria has to go to the dentist last week. ......
6 Is Giorgio have to learn English at school? ......
7 I has to get up early yesterday morning. ......
8 Have you to do a lot of housework? ......
9 My little sister not has to do much homework. ......

8

How did you do?

Total: 25

Very good	OK	Review Unit 7 again
20 – 25	14 – 19	0 – 13

8 New ideas

1 Remember and check

Read the summary of the interview at the beginning of Unit 8. Fill in the spaces with the words in the box. Then check with page 68 of the Student's Book.

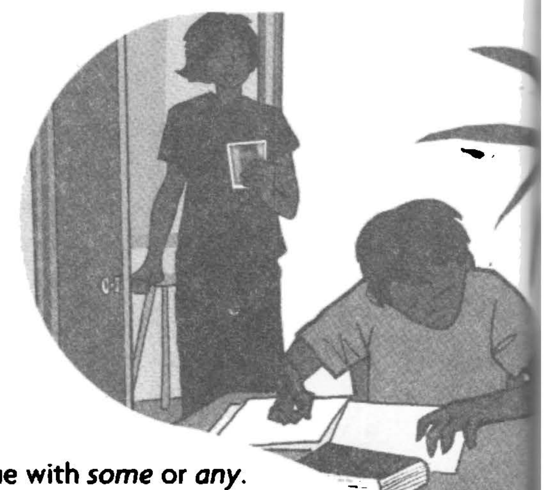
an idea	the band	some paper	writing songs	school party
always easy	a songwriter	writes songs		



Nick is [1] .... with a band called 4Tune. He loves [2] .... but it isn't [3] .... to think of new ideas. He sometimes gets [4] .... when he isn't sitting at his desk, so he always has a pen and [5] .... with him. Karen also [6] .... and the other members of [7] .... have good ideas for changes. They are planning to play their new songs next month at the [8] ....

2 Grammar

some and *any*



(a) Match the two parts of the sentences.

1 Have you got	a some amazing pictures in your room!
2 Jill doesn't listen to	b any butter with his bread?
3 Does Carlo want	c any programmes on the radio.
4 You've got	d any milk in the fridge.
5 I'd like to have	e any books in your bag?
6 There isn't	f some soup for my lunch.

(b) Underline the correct words.

1 A: *Was* / *Were* there any homework yesterday?
B: No, there *wasn't* / *weren't*.

2 A: *Is* / *Are* there any fruit in the kitchen?
B: Yes, *and there's* / *there are* some milk, too.

3 Some of my friends *is* / *are* working in the summer holidays.

4 I looked in the newspaper, but there *wasn't* / *weren't* any information about the concert.

5 *Is* / *Are* there any interesting songs on this CD?

6 Look – some people *is* / *are* playing volleyball on the beach.

(c) Complete the dialogue with *some* or *any*.

Mum: Steve, here's *some* orange juice for you.
Steve: Thanks, Mum. I'm hungry too.
Mum: OK. There are [1] .... biscuits in the kitchen, and there's [2] .... bread too.
Steve: Is there [3] .... chocolate?
Mum: Yes. But finish your homework first, OK? What is it? French?
Steve: No, it's Maths. I've got [4] .... problems with it. There's only one exercise to do, but I can't answer [5] .... of the questions!
Mum: Did the teacher give you [6] .... help?
Steve: Well, yes. In the lesson today she gave us [7] .... examples, but I wasn't listening, and I didn't write [8] .... examples in my notebook.
Mum: Let me have a look. Maybe I can help.
Steve: Thanks, Mum. But you were at school a long time ago – do you remember [9] .... Maths?

(d) Complete the sentences with *a*, *an*, *some* or *any*.

1 A: Have you got ...*any*... homework to do?
B: Yes, but I haven't got .... pen, and I haven't got .... paper.

2 A: There aren't .... good programmes on TV. Let's listen to .... music.
B: I'd prefer to watch .... video.

3 A: I've got .... idea. Let's go to the cinema.
B: OK. There's .... good film at the Rex Cinema this week.

4 A: Excuse me. I'd like .... information about phone calls to the USA.
B: Sorry, this is a post office. We haven't got .... information about phone calls.

5 A: Do you need .... food from the shop?
B: Oh yes, please. I'd like .... eggs and .... cheese. I want to make .... omelette.

Possessive pronouns

(e) Fill in the spaces with possessive pronouns.

1


2


3


4


5


6


(f) <u>Underline</u> the correct pronouns.

1 My grandparents lived here ten years ago. The white farmhouse was *them / their / theirs*.
2 Mike says that it's *he / him / his* computer but Julie says that it's *she / her / hers*.
3 This is *we / our / ours* garden, but the trees next to the wall aren't *we / our / ours*.
4 Is the blue jumper *you / your / yours* or does the red jacket belong to *you / your / yours*?
5 No, that umbrella isn't *me / my / mine*. I left *me / my / mine* on the bus last month.

3 Pronunciation

Rhyming words

a Write the words in the lists. Then listen and check.

night said hurt right ~~sun~~ ~~Spain~~ keys red
plane fork fun won shirt floor please nine talk late

/eɪ/say	/ʌ/ up	/ɔː/more	/aɪ/my	/iː/see	/e/bed	/ɜː/her
Spain	*sun*					

b Complete the poem with words from Exercise 3a. Make sure the poem rhymes. Then listen and check.



I thought my holiday in Spain
Was going to be great.
But when I got into the .... ,
They told me I was ....
I ate some food, I wanted more:
They asked me not to talk.
I dropped my knife onto the .... ,
I only had a ....
The plane was flying in the night,
But the sky was blue and ....
'It's strange,' I thought, 'this isn't .... '
'You're in a dream,' they ....

4 Vocabulary

Sleeping and waking

a Use the words in the three columns to make five more sentences.

I went Joe went The baby is Maria had	a dream asleep to sleep to bed awake	so please be quiet – I don't want her to wake up. about flying. as soon as I got into bed. so you don't have to be quiet. at work and his boss wasn't very happy. at midnight but I read until two in the morning.

1 *I went to sleep as soon as I got into bed.*
2 ....
3 ....
4 ....
5 ....
6 ....

(b) Write true answers to the questions.

1 What time do you usually go to bed on a weekday?

2 Were you asleep before 12 o'clock last night?

3 What time do you usually wake up at the weekend?

4 How long are you usually awake after you go to bed?

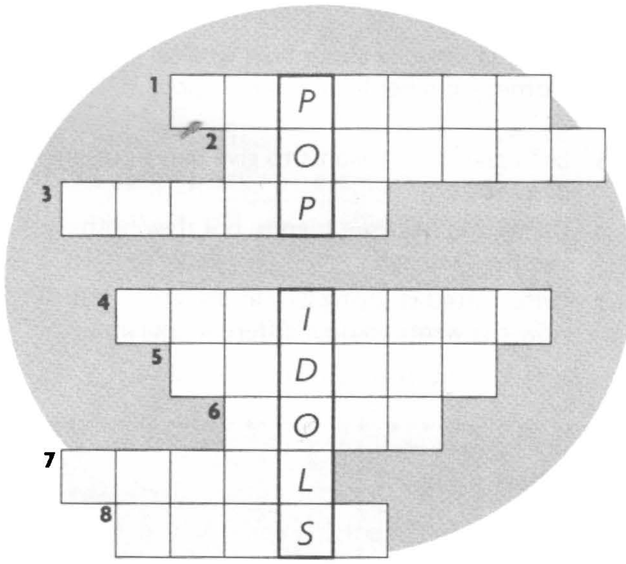
5 Do you dream every night?

6 Do you often daydream? Where do you do it?

5 Culture in mind

Complete the puzzle. All the words are from the text on page 72 of the Student's Book.

1 Liked or loved by lots of people.
2 Another word for *competition*.
3 Another word for *bands*.
4 All the people who watch a programme or performance.
5 People who decide on the winner of a competition.
6 Past simple form of *sell*.
7 A .... person enjoys hurting other people.
8 Past simple form of *choose*.



6 Study help

Vocabulary

Adjectives often have either a positive or a negative meaning. You can group them under these two headings in your Vocabulary notebook.

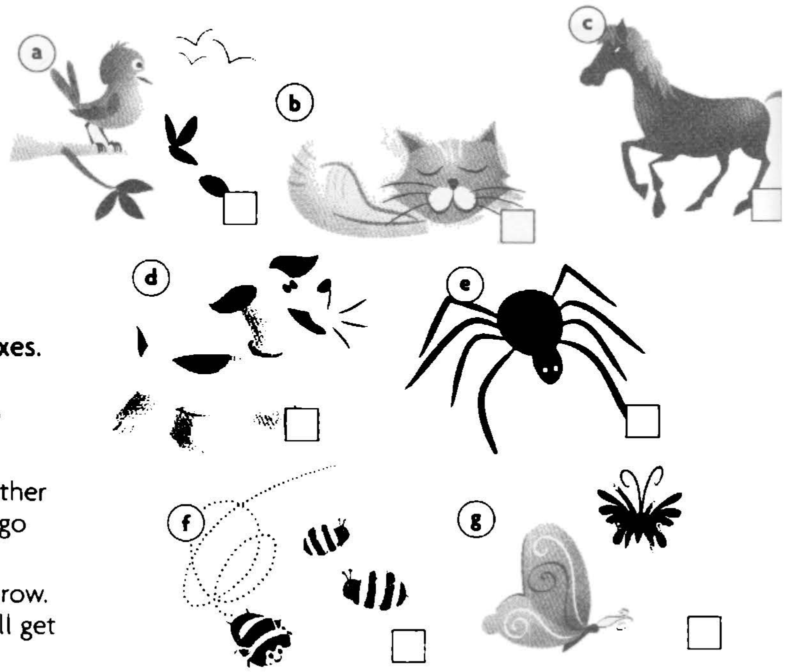
Look at these adjectives from Modules 1 and 2. Write them in the correct lists. Then add two more adjectives to each list.

excellent healthy lonely polluted
fantastic successful stupid delicious
crazy unhappy difficult creative
weird beautiful

Positive adjectives	Negative adjectives

Skills in mind

7 Read



a The text is about animals that people often dream about. Match the pictures with the descriptions. Write 1–7 in the boxes.

b Which animal do you think each person is dreaming about tonight?

1 Andy is worried about the future. His mother lost her job and his father might have to go to hospital. *A barking dog.*
2 Monica is getting her exam results tomorrow. She enjoyed the exams and thinks she will get good results. ....
3 Jenny has a new boyfriend and she thinks he is perfect. ....
4 Janet has an idea about how to steal some clothes from her local clothes shop. ....
5 Ben's grandfather wants to give him a present of £2,500. ....
6 Danny and Mike are friends, but they both like the same girl. ....
7 Gina started studying Law at university, but now she wants to do a different course.

Reading tip

When key words in a text are new to you, it's often possible to guess the meaning.

- See if the pictures can help you. For example, if you don't know the verb *bark*, the picture of the dog will show you what it means.
- Sometimes the sound of the word can help with the meaning (for example, *buzz*).
- Look for links with other English words that you know. For example, *butterfly* contains the word *fly* – this tells us something about the animal. You know the adjective *lucky* – this will help with the meaning of *good luck* and *bad luck*. You know the verb *dream* – can you work out who or what a *dreamer* is?
- Look at the rest of the sentence or paragraph. The word *wings* is new, but the paragraph tells you they belong to a butterfly and they can be *open* or *closed*. The word *peace* is new, but you can see it is linked with *happiness*, so it probably has a similar positive meaning.

Animals in our dreams

What do they mean?

1 **Bees** buzzing bees mean that money is coming.

2 **Birds** flying birds mean good luck. A singing bird is a sign of love.

3 **Butterflies** a butterfly means the dreamer will get some news soon. Open butterfly wings mean good news and closed wings mean bad news.

4 **Cats** a sleeping cat means problems with a good friend.

5 **Dogs** a sleeping dog means peace and happiness. A barking dog means problems are coming.

6 **Horses** a black horse means bad luck. A white horse means good luck. A running horse means the dreamer wants to change something in his/her life.

7 **Spiders:** a spider indicates a plan which isn't good for anyone.

8 Write

Write a short description of a dream. Before you start, answer these questions and plan your description.

- Where were you? Describe the place.
- What animal did you see?
- What did it do?
- What happened next?
- How did you feel?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

dream asleep at his ~~creative~~ ideas to bed to some wake up

A student in my Art class, Bill Hardy, is very *creative* and he's really good [1] .... painting. In one class we both painted a picture of [2] .... trees, and the teacher put our pictures up on the wall. Mine was OK – but [3] .... was fantastic.

Bill told me, 'I usually paint at night, when it's quiet. But [4] .... often come to me when I'm [5] .... I dream about paintings! If I'm having a problem with a picture, I stop and go [6] .... Then I often see the finished painting in my dreams, and when I [7] .... I know exactly what I have to do. It's amazing!' I thought, 'I can see why I'm not such a good painter. When I go [8] .... sleep, I [9] .... about girls and football!'

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Kim went .... at 11 o'clock.
a sleep b asleep c to sleep

2 I was .... at 7 o'clock, but I didn't get up until 8 o'clock.
a sleep b awake c wake up

3 Sally often .... about meeting her favourite pop star.
a wants b wakes c daydreams

4 We need to buy .... food at the supermarket.
a some b any c a

5 Peter didn't take .... books home from school.
a few b some c any

6 Have you got .... homework this evening?
a many b a c any

7 .... players are practising in the stadium.
a Some b Any c Much

8 A: I didn't bring my mobile.
B: That's OK. You can use ....
a me b my c mine

9 Danny and Kate enjoy .... Music classes.
a them b their c theirs

8

3 Correct the mistakes

In each sentence there is a mistake with *some* and *any* or with possessive pronouns. Underline the mistake and write the correct sentence.

1 I'd like any eggs, please. *I'd like some eggs, please.*
2 We can't find some information in this book. ....
3 That scarf doesn't belong to her, but the jacket is her. ....
4 Have you got a milk in the fridge? ....
5 Leo and Karen haven't got a pet, so the dog isn't ours. ....
6 My parents give me a pocket money on Saturdays. ....
7 There aren't some music shops in our town. ....
8 Is this CD your? ....
9 No, it isn't my. I think it's Barbara's. ....

8

How did you do?

Total: 25

Very good	OK	Review Unit 8 again
20 – 25	14 – 19	0 – 13

9 The languages we speak

1 Grammar

Comparative adjectives

(a) Read what Sarah says about her mother. Find 12 adjectives and underline them.

> My mother is studying Russian in her free time. She goes to a small class at our local college and she practises conversation with an old friend of hers, who is an excellent teacher. The Russian alphabet is different from ours, and that was strange at first. But Mum is good at languages and she's very determined. She's planning a big holiday in Russia and Finland soon, and I think that's a really exciting idea.

(b) Write the adjectives and their comparative forms in the table.

~~exciting~~ ~~good~~ ~~small~~ quiet big lonely difficult bad expensive successful cheap noisy far relaxing old

-er	more ...	irregular
small – smaller	*exciting – more exciting*	*good – better*
quieter	more difficult	bad
bigger	more [illegible]	further

(c) Compare the two cafés. Write sentences with some of the adjectives from Exercise 1b.

1 *Café Paradiso is smaller than Efes Café.*

Efes Cafe is bigger than

2 Efes Cafe is more expensive

Cafe paradiso is cheaper than Efes

3 Efes cafe bigger games than cafe paradiso

Cafe paradiso smaller games room than

4

5

6

Efes Café

30th birthday specials this week!!

- Our famous coffee – just $1.40
- A range of sandwiches at $4.50

Big games room with video screen and five pool tables

Café Paradiso

Just opened!!

Coffee $1.25

Fresh sandwiches from only $3.25

Small but friendly, relaxing atmosphere

2 Vocabulary

Language learning

a **Match the words and phrases to make expressions about language learning.**

1	have	a	the meaning of a word
2	imitate	b	in a dictionary
3	make	c	other speakers
4	guess	d	mistakes
5	look up a word	e	an accent
6	translate from	f	mistake
7	correct a	g	word means
8	know what a	h	your first language

b **Fill in the spaces with verbs from Exercise 2a.**



If you don't know what a word ¹*mistake*, try to ².............. the meaning, or ³*lookup* the word in your dictionary.

All foreign speakers ⁴*have* an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to ⁵*imitate* them. Don't worry if you ⁶*make* mistakes – that's normal!

It's often useful to ⁷*translate* words from one language to the other, but it's best when you can start to think in the new language.

3 Grammar

Superlative adjectives

a **Write the adjectives and their superlative forms.**

~~high~~ ~~boring~~ beautiful bad big important easy good thin delicious heavy creative short rich intelligent

-est	most ...	irregular
high – highest	*boring – most boring*	*worst*
worst	*most beautiful*	*best*
bigger	*most important*	
easiest	*most delicious*	
best	*most creative*	
thinest	*most intelligent*	
heaviest		

shortest
richest

b **Complete the sentences. Use superlative adjectives from Exercise 3a.**

1 All the food is nice here, but the fish soup is the .... thing on the menu.

2 The size of London is about 1,580 km². It's one of the .... cities in Europe.

3 That was the *worst* lesson of the week! I nearly went to sleep.

4 Marilyn Monroe was one of the *most beautiful* women in Hollywood in the 1950s.

5 Maths is the *most important* subject at school. I don't have any problems with it.

6 Mr Thomas has an amazing house near the beach and he owns four cars. He's the *richest* person in our town.

7 This is the *heaviest* bag in the world! What have you got in it?



Comparative or superlative?

c Read Sheila's email to her friend Simon in Sydney. Write the correct forms in the spaces.

Get Msg | Write Msg | Reply | File | Delete



Hi Simon!

I'm writing this from London – we arrived here on Tuesday, after staying in Madrid and Paris. London is one of the [1] most interesting (interesting) cities in Europe, but unfortunately it's also one of the [2] most expensive (expensive) places to stay. It's [3] .... (big) than Paris and of course it's a lot [4] older (old) than Sydney. You know I love history, and there are lots of great museums here – in fact, I think the British Museum is probably the [5] best (good) museum in the world. The people in Madrid were [6] friendlier (friendly) than London people, but it was [7] most difficult (difficult) to communicate with them because I don't know any Spanish. Paris was fantastic, of course, and I ate the [8] most delicious (delicious) food of my life in some of the Paris restaurants. My aunt, who's English, says that British food is [9] better (good) than French, but she's wrong about that!

Tonight my aunt and uncle are taking me to a show: it's a musical called The Phantom of the Opera. They say it's the [10] most successful (successful) show in London. Of course I think it would be [11] .... (exciting) to see a pop concert, but that would be the [12] worest (bad) thing in the world for my uncle and aunt.

We're flying home to Sydney in five days. See you then!

Sheila



d Write one comparative and one superlative sentence about the things in each group. Use your own ideas.

Example

football – tennis – volleyball

Football is more exciting than tennis. Volleyball is the easiest sport.

1 New York – Rome – Rio de Janeiro

New York is bigger than Roma. Rio de Janeiro is smallest citie

2 winter – spring – summer

winter is coolder than summer. spring is more exciting season

3 rock music – rap music – classical music

rock music is exciting than rap music. classical music is older music

4 English – French – Japanese

English is easier than French. Japanese is most difficult languages

4 Pronunciation

Sentence stress

a Listen and underline the syllables with the main stress.

1 Cars are faster than bicycles.
2 Chocolate is sweeter than butter.
3 Paula is more creative than her brother.
4 The Maths exam was more difficult than the Science one.
5 Robert is the youngest student in our class.
6 Vegetables are the healthiest things you can eat.
7 It was the most expensive jacket in the shop.
8 They were some of the most talented writers in the country.

b Listen again and circle the syllables with the /ə/ sound. Then listen, check and repeat.

5 Everyday English

Underline the correct words.

1 I love your shirt. It's [illegible]
2 A: Let's watch *Teen* [illegible] on television.
  B: You *must/can/can't* be serious. It's a really bad programme.
3 I don't want to spend all my *pocket/rocket/packet* money. I have to *give/shut/save up* to buy some new jeans.
4 A: I feel like getting a hamburger. *What about you? / So what? / What is it?*
  B: No, I want to *get out / check out / pick up* the new pizza place in West Street.

6 Study help

Self-assessment

Use these questions to help you to think about your progress as a language learner.

1 Why are you studying English? Give three reasons.

....

....

....

2 Are you better at English now than two months ago? What are some things you can do now that you couldn't do then?

....

....

....

....

3 What are some things that you want to talk about or understand in English?

....

....

....

....

....

....

4 Which area of English language learning is the easiest for you? Which is the most difficult? Put them in order from 1 (easiest) to 6 (most difficult).

a understanding and remembering grammar ☐
b learning vocabulary ☐
c reading ☐
d writing ☐
e listening ☐
f speaking ☐

5 How much time do you spend working on the area(s) you have problems with?

....

6 What ideas can you think of to help you improve?

....

....

....

....

....

....

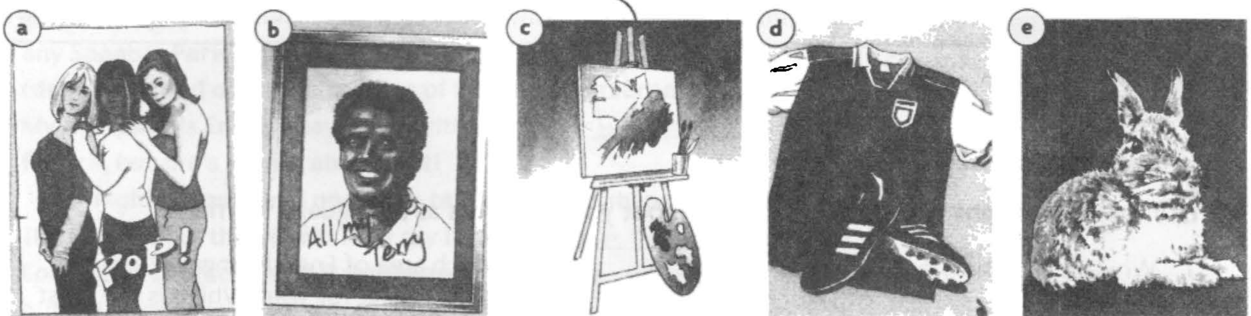
Skills in mind

7 Listen

a Listen to Adrian talking about his sisters, Mary, Juliette, Carla and Alice. Match the people in the picture with their names and with the things they own.



Adrian Mary Juliette Carla Alice



b Listen again. Mark the statements *T* (true) or *F* (false).

1 Mary was born before the other girls. ☐
2 Adrian doesn't like Mary's hair. ☐
3 Juliette is an intelligent girl. ☐
4 Juliette is funnier than Mary. ☐
5 Carla and Alice often argue about animals. ☐
6 Carla is good at swimming. ☐

8 Write

Choose one of these topics:

- three members of your family
- three singers/groups
- three sports stars
- three TV/film stars who are popular in your country.

Write a paragraph to compare the three people you chose. Use comparative and superlative adjectives.

Listening tip

Here's an idea for practising your listening outside the classroom. Work with a friend. Every week, prepare a message in English and record it on a cassette. Exchange cassettes and listen to your friend's message. The topic of your message can be anything that interests you.

If you have a cassette recorder at home, you can start now – use Adrian's recording as an example and describe the people in your family.

Other ideas for listening practice outside the class:

- Listen to English speakers and try to hear what they are saying.
- Record programmes in English from the radio (for example, some of the BBC World Service programmes) and play them back.
- Watch films/videos in English with sub-titles. Cover the sub-titles as you watch and try to understand the dialogue.
- Listen to pop songs in English. If you want to read the words while you listen, you can probably find them on the Internet.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

easier guess speak ~~came~~ accent worst than imitate difficult look

Michelle and Luc were born in France but their family ......*came*...... to live in Verona two years ago, and now they both [1] .... Italian. Michelle is older [2] .... her brother and at first she found the new language more [3] .... to learn. 'I think it's [4] .... to pick up a language when you're younger,' she said. For her, pronunciation is the [5] .... problem. 'A lot of Italian vocabulary is similar to French, so I can often [6] .... the meaning of words – I don't have to [7] .... them up in a dictionary,' she said. 'But I still have a strong French [8] .... and sometimes people find it difficult to understand me. As soon as Luc went to school, he began to [9] .... the other children, and he speaks almost perfect Italian now.'

[ ] 9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Jessie .... four languages.
a speaks b says c tells

2 I don't want to .... any mistakes in my Maths test.
a do b make c get

3 They're .... a book from German into English.
a correcting b translating c communicating

4 Look .... these words in your dictionary.
a up b down c to

5 Young children usually .... their parents.
a communicate b imitate c guess

6 He's one of the .... film stars in the world.
a most successful b successfuller c successfullest

7 Ruth was .... than the other students in the class.
a tall b taller c the tallest

8 Mrs Wilson is the .... person in our street.
a more friendly b friendliest c more friendliest

9 All the dishes were great, but the soup was ....
a the better b the bettest c the best

[ ] 8

3 Correct the mistakes

In each sentence there is a mistake with comparatives or superlatives.
Underline the mistake and write the correct sentence.

1 IT was the easyest subject at school last year. *IT was the easiest subject at school last year.*
2 I think History is more interesting then Geography. ....
3 Mont Blanc is the higher mountain in Europe. ....
4 The book was more good than the film. ....
5 Your hamburger is biger than mine! ....
6 Football is the popularest sport in the world. ....
7 The Science exam was worst than the Maths exam. ....
8 My cat is most intelligent than my dog. ....
9 The day I met Laura was the more lucky day of my life. ....

[ ] 8

How did you do?

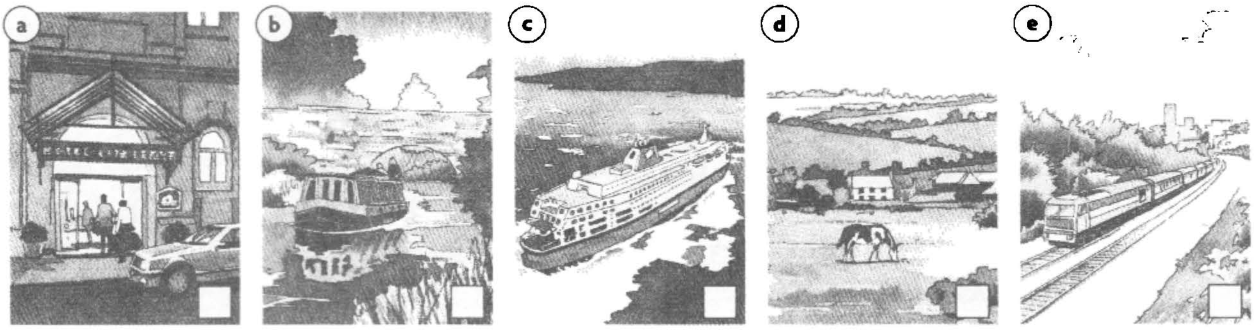
Total: [ ] 25

Very good 20 – 25	OK 14 – 19	Review Unit 9 again 0 – 13

10 We're going on holiday

1 Remember and check

Think back to Kate's holiday plans and put the pictures in order. Write 1–5 in the boxes. Then check with the dialogue on page 85 of the Student's Book.



2 Grammar

Present continuous for future arrangements

(a) Complete the text about Kate's plans. Use the present continuous form of the verbs.

Kate [1] isn't staying (not stay) at home next August. She [2] 's having (have) a holiday in Ireland with her family. Her parents [3] are paying (pay) for the holiday and Kate's brother Greg [4] is going (go) too. They [5] aren't flying (not fly) to Ireland – they [6] are travel (travel) from England by ferry. Kate told me, 'I [7] am not hiking (not hike) this year because Greg doesn't want to do that. But we [8] are spending (spend) a week on a canal boat and we [9] are staying (stay) on a farm on the Aran Islands. I'm really looking forward to it.'

(b) Alan wants to invite Marta to his house one afternoon next week – but which day? Look at Marta's diary and write her replies.

Mon	**Fri**
Helen coming to my place	4.30 Meet Uncle Jack at airport
Tues	**Sat**
Go shopping with Dad	Lunch with Grandma
Wed	
Study for Maths test	
Thurs	**Sun**
Tennis with Jane	Cousins arriving from Germany

1 Thursday? — *Sorry, I'm playing tennis with Jane on Thursday.*

2 Saturday? — ....

3 Friday? — ....

4 Sunday? — ....

5 Monday? — ....

6 Wednesday? — ....

7 Tuesday? — ....

(c) **Complete the dialogues with questions and short answers. Use the present continuous form of the verbs.**

Martin: It's my birthday next Friday.

Caroline: That's nice. *Are you having* (you / have) a party?

Martin: Yes, *I am*. And I want you to come.

Caroline: Fantastic! Thanks, Martin. [1] .... (Peter / come)?

Martin: No, [2] .... He's working on Friday.

Caroline: Oh, I see. [3] .... (Ann and Paul / come)?

Martin: Yes, [4] ....

Caroline: Oh, good!

Phil: [5] .... (you and your family / go) on holiday this year?

Sandra: Yes, [6] .... We're visiting my aunt in Greece in July.

Phil: Great! [7] .... (you / travel) by boat?

Sandra: No, [8] .... We're going by plane.

Phil: [9] .... (your sister / go) with you?

Sandra: Yes, [10] ....

Present continuous: now or in the future?

(d) **Look at the underlined verbs. Are they about now or about the future? Write *N* (now) or *F* (future).**

Jenny: Hello, it's Jenny speaking.

Enrico: Hi, Jenny. It's Enrico here. What are you doing (*N*)?

Jenny: Hi, Enrico. Oh, nothing much. We're having ([1] ......) dinner in a few minutes. What about you?

Enrico: Me? I'm watching ([2] ......) the football on TV. It isn't a very good game.

Jenny: Yeah? Who's winning? ([3] ......)

Enrico: France, 2–0. But listen, Jenny, what are you doing ([4] ......) on Saturday?

Jenny: Saturday? I'm not doing ([5] ......) anything. Why?

Enrico: Well, Adam and I are meeting ([6] ......) at the beach. We want some more friends there. Do you want to come?

Jenny: Yes, OK.

Enrico: Great. We're having ([7] ......) lunch there at about one o'clock.

Jenny: OK. My mum and I are doing ([8] ......) some shopping in the morning. I can buy some food and bring it with me.

Enrico: Excellent!

Jenny: Look, I can't talk any more now – Dad's calling ([9] ......) me. But I'll see you on Saturday, OK?

Enrico: OK, fine. See you then.



3 Vocabulary

Future time expressions

(a) Replace the underlined words with time expressions from the box.

> next week/month/year   the day after tomorrow
> the week/month/year after next
> in [number] { days' / weeks' / hours' / months' / years' } time

1 It's June now. The holidays are beginning in July.
next month ....

2 Today is Wednesday. I'm going to the dentist on Friday.
....

3 It's four o'clock now. The programme starts at seven.
....

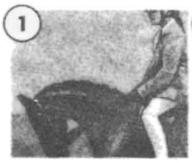
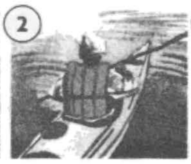
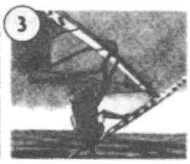
4 It's 2004 now. We're buying a new car in 2005.
....

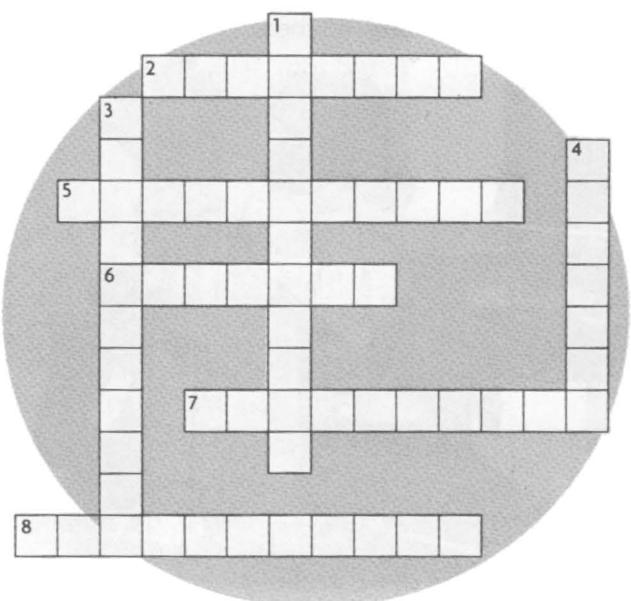
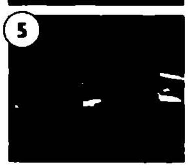
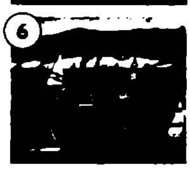
5 It's February now. My brother is coming home in April.
....

6 It's Saturday 4th May today. Brian is playing basketball on Saturday 25th May.
....

Holiday activities

(b) Complete the crossword.



(c) Write the words in the lists to make expressions for talking about holiday activities.

> by plane   a boat   ~~at home~~
> a week   souvenirs   a postcard
> on a farm   a car   some time
> to London   by car   three days
> presents   canoes   in a hotel

stay *at home* or on a farm in a hotel

travel to London by plane by car

hire canoes a boat a car

spend a week some time three days

buy a postcard souvenirs presents

(d) Complete the sentences with expressions from Exercise 3c.

1 I want to remember this place! I'd like to .... some ....

2 They were away for a week. They .... in Greece and four days in Germany.

3 We .... at the airport and drove round Ireland.

4 A: How did you get to Prague?
B: I .... There was a flight at three o'clock.

5 A: Did you go camping in France?
B: No, we .... in Paris.

4 Pronunciation

/θ/ (think) and /ð/ (that)

a How do you say *th* in these words? Write them in the correct lists. Then listen, check and repeat.

clothes those Maths father thousand thirteen athlete throw brother

/θ/ (think)	/ð/ (that)
....	....
....	....
....	....
....	....
....	....

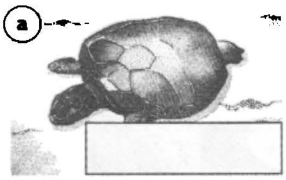
b Listen and repeat.

1 It's my sixteenth birthday next month.
2 They're sunbathing together on the beach.
3 Her grandfather is healthy but he's very thin.
4 My brother can throw this ball further than me.

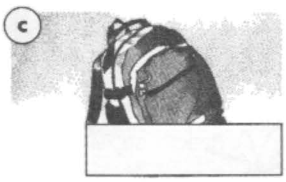
5 Culture in mind

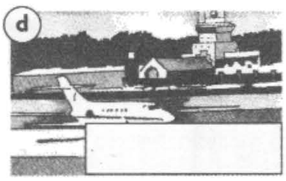
Match the two parts of each word and write the words on the pictures.

1 back	cano
2 water	le
3 vol	pack
4 air	tle
5 tur	fall
6 jung	port

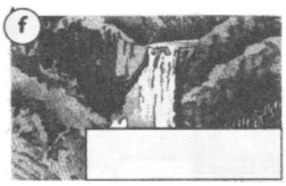
a


b


c


d


e


f


6 Study help

Using a dictionary

a Here are some abbreviations (short forms) that you find in a dictionary. Can you work out what the words are?

1 *n* *noun*
2 *v* ....
3 *adj* ....
4 *prep* ....
5 *sing* ....
6 *pl* ....

b Look at the dictionary entry for *cancel* and match the parts with the words in the box. Write the letters a–e.

1 ☐ 2 ☐ 3 ☐

cancel /ˈkænsəl/ v to decide that something that was arranged will not happen: *We're cancelling tomorrow's football match because of bad weather.*

4 ☐ 5 ☐

a the meaning of the word
b an example using the word
c the pronunciation
d the part of speech (noun, verb, etc.)
e the main stress

c Read the entry for *reservation.*

reservation /rezəˈveɪʃən/ n an arrangement for something like a seat on an aircraft or a table at a restaurant to be kept for you: *I'd like to make a table reservation for two people for 9 o'clock.*

Choose the correct meaning for this sentence: *We cancelled our hotel reservation.*

1 We now have a room at the hotel.
2 We no longer have a room at the hotel.
3 We couldn't get a room at the hotel.

Skills in mind

7 Read

Read Emma's email to Adam and answer the questions.

1 Who is 50 years old next week?

Emma's father

2 When and where are they having the party?

3 Who is coming from Greece?

4 When are they arriving?

5 Why aren't they staying at Emma's house?

6 Who can't come to the party? Why?

7 What are Emma and her mother doing tomorrow?

Get Msg | Write Msg | Reply | File | Delete | Stop | Print

Hi Adam!

Guess what? Next week is my father's 50th birthday, and we're having a party on Saturday night. It's a secret – Dad doesn't know about it. My mum, my brother and I are organising it. We're using a big room in a hotel in town and we're bringing in flowers and putting up decorations on Saturday morning. We're hiring a jazz band to play music during the evening.

My aunt and uncle are coming from Greece. They're arriving on Friday, and they're staying in the hotel because our flat is very small. But my grandfather can't come because he's still in hospital. I'm very sad about that.

We're inviting all Dad's friends. Mum's making a birthday cake and she's hiring a catering company to serve food and drink. Tomorrow morning she and I are going out to buy some new clothes to wear. I hope I can find something nice!

I'll get in touch after the party and tell you all about it.

Love,

Emma

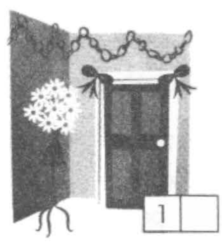
Reading tip

Writing answers about a reading text

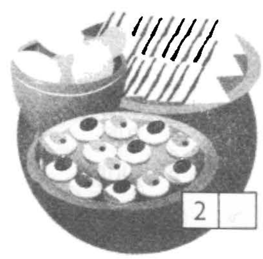
- First read the questions carefully and make sure you know what they are asking. Underline the question words to help you look for the right information.
- Follow the advice on reading for specific information on page 26.
- Questions starting with *Who*, *When* or *Where* will usually only need short answers: a name, a time or a place. Questions starting with *Why* need a longer answer to give a reason for something.

8 Listen

Listen to the phone conversation between Emma and Adam after the party. Were the party arrangements successful? Write ✓ if things were good and write ✗ if there was a problem.



1



2



3



4



5

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

aren't is breakfast ~~holiday~~ sunbathing campsites sailing youth coach hiring

Next month Richard and Kevin are having a *holiday* in Cornwall in the west of England. They're travelling by [1] .... to the town of St Ives, and for the first four nights they're staying in a bed & [2] .... on the coast. They like water sports, so they want to go [3] .... and windsurfing, and they also plan to spend some time [4] .... on the beach. After that, the boys are [5] .... bikes to ride in the countryside. They [6] .... taking much money with them, so they checked out cheap places to stay – usually they're staying at [7] ...., but they're also spending a few nights in a [8] .... hostel near Boscastle. They're coming back to London on 16th August and Richard's father [9] .... meeting them at the bus station.

[ ] 9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Sandra went .... on the river.
a snorkelling b canoeing c horse-riding

2 You can hire .... at the beach.
a postcards b hotels c surfboards

3 We travelled from Italy to Greece .... ferry.
a on b by c with

4 Caroline and Ros are .... three months in Africa.
a spending b saving c camping

5 I need to buy a .... for this letter.
a souvenir b stamp c present

6 .... working in the restaurant next weekend.
a I not b I'm not c I don't

7 Where .... for his next holiday?
a he going b he's going c is he going

8 It's January now, so March is the month after ....
a next b today c tomorrow

9 We're leaving for Australia in four months' ....
a weekend b time c next

[ ] 8

3 Correct the mistakes

In each sentence there is a mistake with the present continuous or with future time expressions. Underline the mistake and write the correct sentence.

1 We visit our aunt next Tuesday. *We're visiting our aunt next Tuesday.*
2 My friend is arriving the day after the next. ....
3 Are you cook the dinner this evening? ....
4 My brother not going out this weekend. ....
5 Helen and Tony bring some CDs to the party on Friday. ....
6 I'm starting a new job the day next tomorrow. ....
7 Rebecca doesn't sing at the concert next week. ....
8 Stefano is seeing the doctor for three days' time. ....
9 When Alex is coming home from school this afternoon? ....

[ ] 8

How did you do?

Total: [ ] 25

Very good	OK	Review Unit 10 again
20 – 25	14 – 19	0 – 13

11 What will happen?

1 Grammar

will/won't

a Read these parts of the dialogue from page 90 of the Student's Book. Fill in the spaces with the words in the box. Then listen and check.

it'll be	they'll break you
we'll all be	I'll never forget
Will we find	it won't hurt

Samantha: Jake, we went into space nearly two years ago and we're still looking for planet Vulcan. What do you think? 1 .... it?

Jake: Oh, yeah. I'm sure we will.

Jake: You have to do something!

Computer: Sorry! I'd like to help, but the spaceship is out of control and there's nothing – I repeat, nothing – I can do. So in 45 seconds, 2 .... dead.

Samantha: Help! Do something!

Computer: I can't. But don't worry. When we die, in exactly ... 30 seconds from now, 3 .... very quick and 4 .... !

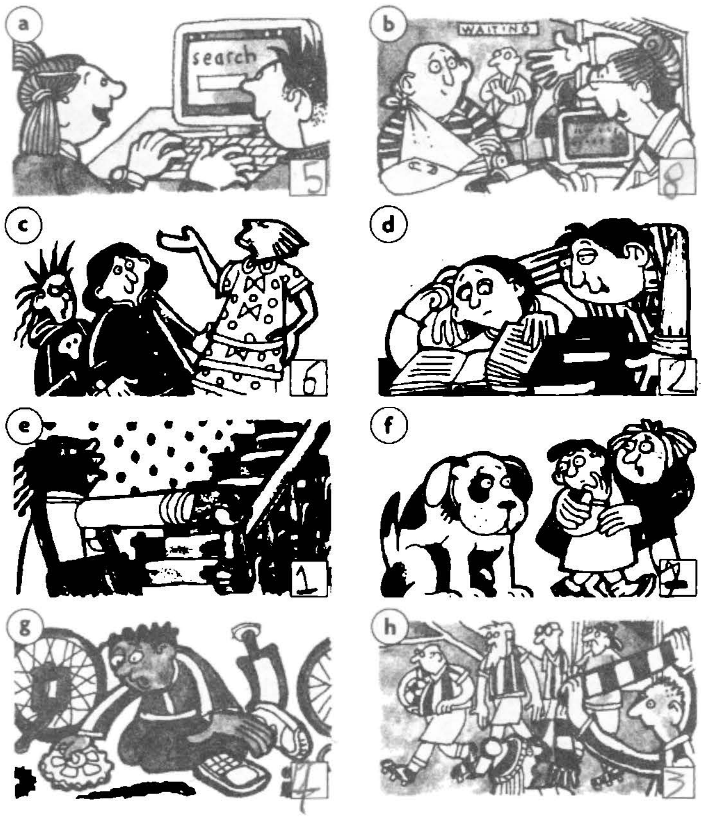
Computer: Five seconds!

Jake: 5 .... you, Sam.

Computer: April Fool!

Samantha: Oh! When we get back to Earth, I'm going to tell them about you, and 6 .... into little pieces.

b Match the sentences with the pictures. Write the numbers 1–8 in the boxes.



1 Jim, come on! Quickly! We will be late for school!

2 Don't worry about tomorrow's test. I'm sure it won't be very difficult.

3 They won't win today. There aren't any good players in the team.

4 I don't know how to fix this! I'll call Bob – I'm sure he will help me.

5 Let's look on the Internet. Perhaps we will find some information there.

6 Please don't buy that dress for me, Mum. I won't wear it.

7 Don't be scared. The dog won't hurt us.

8 Please sit down. The doctor will see you soon.

c Complete the sentences in Exercise 1b. Use *will* or *won't* with the verbs in the box.

help	be	find	see	not be	not hurt
not wear	not win				

(d) Read the answers and complete the questions.

1 A: Will ...... Liz and Graham get ...... married?
B: Yes, I think they will. They really love each other.

2 A: What do you think? Will ...... Clare ...... come to the party?
B: Yes, of course she'll come.

3 A: Will ...... Jenny go ...... to university when she leaves school?
B: No, she won't. She wants to go to art school.

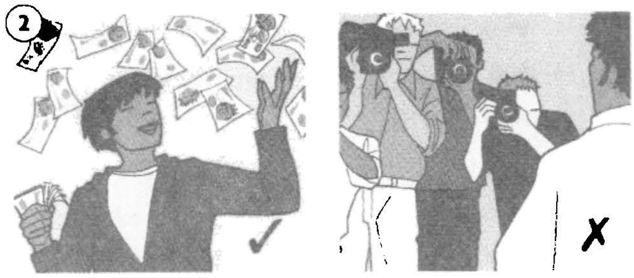
4 A: It's late! Will ...... your parents be ...... angry?
B: Well, they won't be very happy.

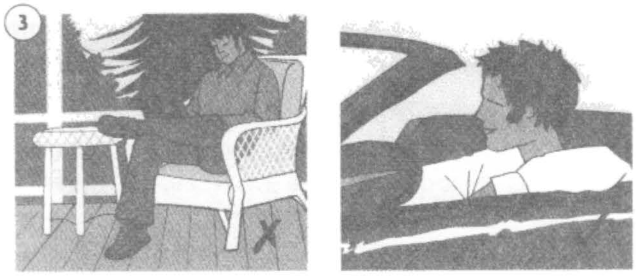
5 A: When will ...... Chris finish ...... painting his room?
B: I think he'll finish it tomorrow.

6 A: Where will ...... you see ...... Alan?
B: I'll see him at the sports club on Friday.

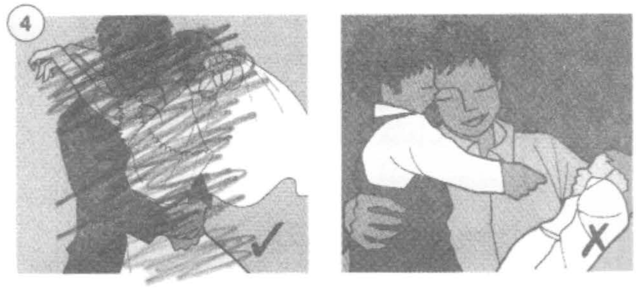
(e) Matt is visiting a fortune teller. The pictures show what she sees in her crystal ball. Write her predictions for Matt's future.











1 *You'll go to university* and *you'll become a vet*.

2 ...., but

3 ...., but

4 ...., but

(f) Complete the sentences with your own predictions. Use *'ll/will* or *won't*.

1 In a few years' time, I'll be a doctor .
2 When I leave school, I will go to university .
3 Before I'm 30, I won't be 29 years old .
4 I think my best friend will be Ahmed .
5 In the future, my town will be very beautiful .
6 In 20 years' time, I will go to the Turkey

2 Pronunciation

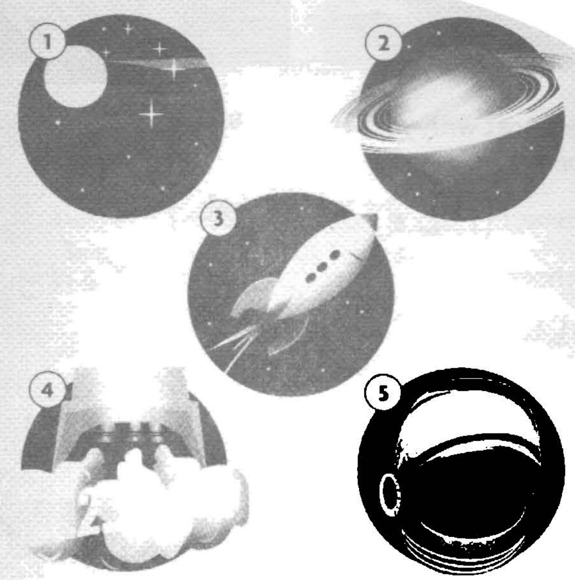
will, 'll or nothing?

a Listen and repeat.

I'll go now.
She'll help you.
They'll be here on Monday.
You'll see him later.
That information will be on the Internet.
The universe will continue to get bigger.

b Listen and write what you hear: *will, 'll* or *0* (nothing). Then listen again and check.

1 Don't worry. I .... do this for you.
2 We .... do our homework after lunch.
3 The spaceship .... land in 20 minutes.
4 The countdown .... start soon.
5 During a flight, astronauts .... eat lots of vitamins.
6 Go to university. I'm sure you .... see how important it is for your future.
7 I doubt they .... be here in half an hour.
8 They say this capsule .... take people to the planet Jupiter.



3 Vocabulary

Expressions to talk about the future

a Make sentences from the box for each situation below.

I think I don't think	he'll give it back. he'll know how to do it. the baby will wake up. they'll be late. I'll finish before 9 o'clock. I'll enjoy it.

1 I want to watch this film.
I think ....
2 Please don't talk so loudly.
I don't think the baby will wake up
3 Don't give your CD player to Tom.
I think he'll give it back
4 This exercise is hard! Let's talk to Sam.
I think he'll know how to do it
5 My friends will be here soon.
I think they will be late
6 I'm still doing my homework.
I think I'll finish before 9 o'clock

b Complete the sentences with the words in the box.

doubt hope probably maybe sure not sure

1 Catherine Sure won't pass her test. She hasn't done much work.
2 I probably Jules will go to the concert. He doesn't enjoy pop music.
3 I sent the letter yesterday, but I'm not sure when it will arrive.
4 We don't know what we're doing in the summer, but hope we'll go to Turkey.
5 Tessa and John maybe to get married next year.
6 I bought a lovely scarf for Annie. I'm doubt she'll like it.

c Fill in the puzzle. The answers are all in the song on page 93 of the Student's Book.

1	S
2	P
3	A
4	C
5	E

4 Everyday English

Complete the dialogue with expressions from page 95 of the Student's Book.



Bill: So, what would you like, Jenny?

Jenny: Oh, a cappuccino, please.

Bill: [1] Anything else ? Something to eat?

Jenny: No, thanks.

Waitress: Are you ready to order?

Bill: Just two cappuccinos, please.

(The waitress brings the cappuccinos.)

Bill: Jenny, what are you doing?

Jenny: I'm trying to put the sugar into the cappuccino – but I want to keep the chocolate on the top! This is [2] the best bit about having a cappuccino.

Bill: Oh, Jenny! That's [3] nonsense

Jenny: Whoops! Oh, no!

Bill: Oh, I [4] don't believe it. There's sugar all over the table. How [5] embarrassing

5 Study help

Using a dictionary

a You can often use the same word as different parts of speech. For example, the word *joke* can be a noun or a verb. The dictionary shows this difference.

> **joke** /dʒeʊk/ *n* a funny story or trick to make people laugh: *Did I tell you the joke about the chicken crossing the road?* • a person or thing that is ridiculous or not nearly good enough: *Let's go home – this football match is a joke.*
>
> *v* to say funny things: *They joked and laughed as they looked at the photos.*

Which sentence uses *joke* as a verb? Which sentences use it as a noun?

1 No one can understand the instructions on this box. They're a **joke**!

2 Don't **joke** about this – it isn't funny.

3 I heard a very good **joke** on the radio yesterday.

b You can also see that a word often has more than one meaning. Sometimes the meanings are similar (for example, the noun definitions 1 and 2 for *joke*), but sometimes they are quite different.

Read the dictionary entry for *land*. Then match the definitions with the sentences. Write a–d in the boxes.

> (a) (b) **land** /lænd/ *n.* the surface of the Earth that is not covered by water: *It is cheaper to drill for oil on land than at sea.* • an area in the countryside: *He has some land in the mountains. This land is good for fruit growing.*
>
> (c) *v.* to arrive at a place after moving down through the air: *I always feel nervous when the plane is landing.* (d) • to bring an aircraft down to the Earth's surface: *You can land a plane on water in an emergency.*

1 They grow wonderful tomatoes on their **land** in Tuscany. ☐

2 You can't **land** a helicopter in the middle of the forest! ☒

3 Hundreds of planes **land** at this airport every week. c ☐

4 They couldn't see the **land** from the ship. ☐

Skills in mind

6 Read

This is part of a story about a man called Adam. In 1704 he went to sleep in London – but when he woke up, it was 300 years later.

Read the story. Find the parts where Adam sees these things:

1 a CD shop *lines 18–21*
2 buses lines 5–7
3 a policeman 29
4 a police car 25–29
5 a TV shop 2–1
6 cars 2–4
7 a clothes shop ......
8 traffic lights 7–9



7 Write

After he ran away from the policeman, Adam went into a cinema. Write the next paragraph of the story. Begin like this:

> Adam ran through some big doors. A woman shouted, 'Hey, you have to buy a ticket!' But Adam didn't stop. He pushed through a door and ...

Writing tip

Notice the way the text uses adjectives to create a clear picture and to show Adam's feelings. Underline all the adjectives in the first paragraph of the text. Then read the sentences without the adjectives and see how the picture loses life and colour.

- Use adjectives in your paragraph for Exercise 7. You can choose some from the box or use others that you know.

dark	dangerous	strange	
loud	frightening	huge	angry
afraid	nervous		

Adam came out of the building and stopped. What was this awful place? The street was black. Strange **boxes, made of metal and glass,** moved quickly past him on wheels, making a terrible noise. There were bigger boxes too, big red ones, with ten or twenty people inside. Sometimes the boxes stopped. There were tall posts with three lights, red, yellow and green. The lights turned on and off, the boxes stopped and started again.

All around him, there were incredibly tall buildings. And the people! People everywhere. Many of them stopped and looked at him, then they turned and walked away quickly. Someone shouted to him: 'Hey, you! Are you lost? The theatre's over there!' and then laughed. Adam walked past windows, big glass windows with women inside, but the women didn't move.

At the next window, he heard loud noises coming out through an open door, and inside there were people looking at little square boxes – hundreds of little square boxes, all with different pictures.

Then another window, and here he saw larger boxes, this time with small people and houses inside them! Adam stopped again and looked around. One of the metal boxes in the street was near him – a black and white box with a blue light on top. A man in blue clothes and a strange hat got out and walked towards him. 'Excuse me, sir,' said the man. Adam didn't like him. He turned and ran.

27

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

probably ~~won't~~ nonsense don't she'll to find abroad maybe think sure

I know I *won't* get great results in my final exams, but I [1] .... they'll be good enough for me to get into university. But before I start my university studies, I'd like to go [2] .... for a year. My friend Suzanne and I will [3] .... travel together in Asia and South America. When we come back, I think I'll study Environmental Science. I hope [4] .... an interesting job at the end of my course, but I [5] .... think I'll be rich or famous! Suzanne isn't [6] .... what she'll do in the future. She says she'll never be very successful, but that's [7] .... ! She's good at languages, so [8] .... she'll become a translator or a language teacher – who knows? I'm sure [9] .... have lots of success in her life, because she's a very intelligent person.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 Earth is a .... and it travels round the sun.
a spaceship b planet c galaxy

2 A: Oh, no! I think I left my money at home.
B: I don't .... it! You can't be serious!
a think b know c believe

3 A: Would you like anything .... ?
B: No, thank you. Just the bill, please.
a else b also c after

4 My sister and her boyfriend are .... married next month.
a having b doing c getting

5 He has to work late, so he .... won't come to the disco.
a maybe b probably c doubts

6 It's a lovely morning. .... it'll rain today.
a I think b I don't think c I'm sure

7 They .... to go to Cambridge University next year.
a hope b think c doubt

8 Steve got bad results in the exam. His parents .... be happy about that.
a won't b don't c aren't

9 .... find the information on the Internet?
a We'll b Do we will c Will we

8

3 Correct the mistakes

In each sentence there is a mistake with *will/won't* or with expressions to talk about the future. Underline the mistake and write the correct sentence.

1 Pietro won't to live abroad. *Pietro won't live abroad.*
2 This town is bigger in ten years' time. ....
3 Maybe they have guitar lessons next year. ....
4 I'll be sure Emma will get a good job. ....
5 You will watch a video this evening? ....
6 Lisa won't probably arrive before 10 o'clock. ....
7 Will your parents to drive us to the airport? ....
8 They doesn't go there again next year. ....
9 I won't think our team will win the competition. ....

8

How did you do?

Total: 25

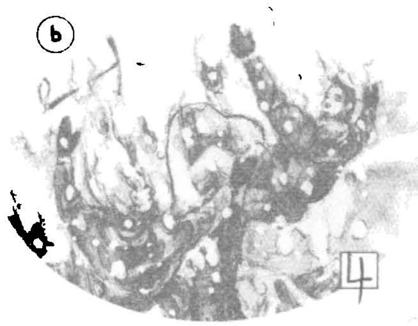
Very good	OK	Review Unit 11 again
20 – 25	14 – 19	0 – 13

12 Never give up!

1 Remember and check

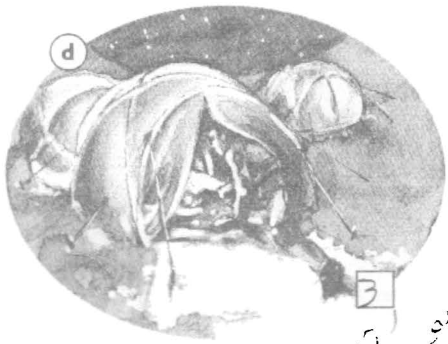
The pictures show events from the text on page 96 of the Student's Book. Put them in the correct order. Then check with the text.













2 Grammar

too + adjective

a Match the sentences.

1 You won't get it all in that bag.
2 I won't finish this book tonight.
3 I need to lose some weight.
4 We can't swim here.
5 I can't sleep before an exam.
6 Please turn the music down.

a It's too long.
b I get too nervous.
c It's too loud.
d It's too small.
e I'm too fat.
f The water is too polluted.

b Underline the correct word, *very* or *too*.



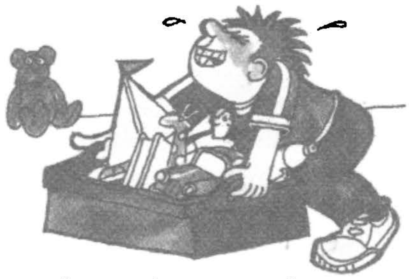
1 They're *very/too* old.



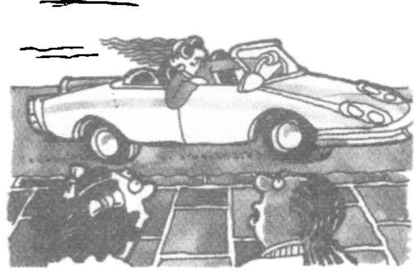
2 No, you can't play. You're *very/too* old.



3 Wow! This is *very/too* heavy!



4 Oh, no! It's *very/too* heavy.



5 I think she's got a lot of money. Her car is *very/too* expensive.



6 It's *very/too* expensive for me. I've only got £10.

(c) Alex is talking to Amy – but he's saying some crazy things! Complete Amy's replies. Use an adjective from the box with *too*.



cold easy expensive far difficult small ~~old~~ young

1 **Alex:** It's my grandmother's 80th birthday tomorrow. I'm taking her to a disco.
Amy: You can't do that! She's *too old* .

2 **Alex:** I think I can learn to speak Chinese and Russian in six months.
Amy: No way! They're too difficult

3 **Alex:** I'm going camping in Antarctica.
Amy: You're joking! It's too Cold .

4 **Alex:** I'm going for a ride on my little brother's bike.
Amy: You can't do that! It's too Small for you.

5 **Alex:** My father wants to drive across Canada in two days.
Amy: That's impossible. It's too far .

6 **Alex:** Tomorrow I'm taking my six-year-old sister to a Dracula film.
Amy: You can't do that. She's too yong .

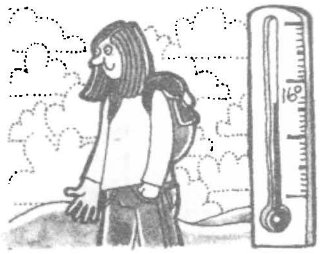
7 **Alex:** Look at this test! One of the questions is: 2 + 2 = ?
Amy: I don't believe you! That question's too easy.

8 **Alex:** On Saturday I'm buying some new shoes. They're €250.
Amy: €250? Oh Alex, don't buy them. They're too expensive

3 Vocabulary

The weather

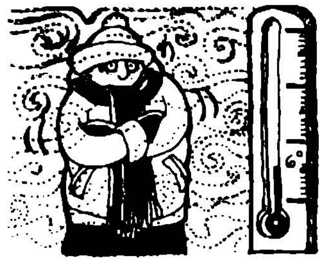
(a) Complete the sentences [illegible] describe the weather.

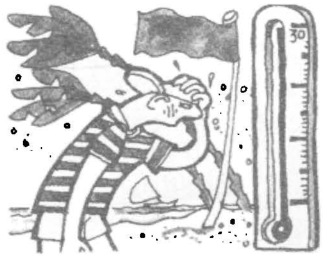




1 It's *cool* and *cloudy* .

2 It's hot and raining

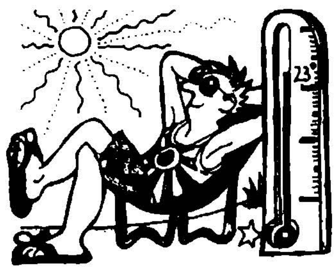




3 Yesterday it was cold and windy

4 They say it will be warm and windy tomorrow.





5 On 1st January it was cold and Snowing

6 Today it's hot and Sunny.

(b) **Answer the questions. Write full sentences.**

1 What's the weather like today?
I like become raining today.

2 What was the weather like last weekend?
I like become cloudy last weeken

3 What do you think it will be like tomorrow?
I will be raining and windy to tom

4 What's the weather like in your country in May?
I will like become cloudy in m

5 What's it like in November?
I will like become foggy in Nov

4 Grammar

Adverbs

(a) Complete the table.

Adjectives	Adverbs
quick	1 quickly
safe	2 safly
3 noisy	noisily
4 early	early
hard	5 hardly
brilliant	6 brilliantly
7 good	well
8 fast	fast
easy	9 easily
late	10 late

(b) Underline the correct words.

1 Work *quiet* / *quietly* please. You're making too much noise.

2 I thought it was a *stupid* / *stupidly* film, so I stopped watching it.

3 They walked *slow* / *slowly* across the park.

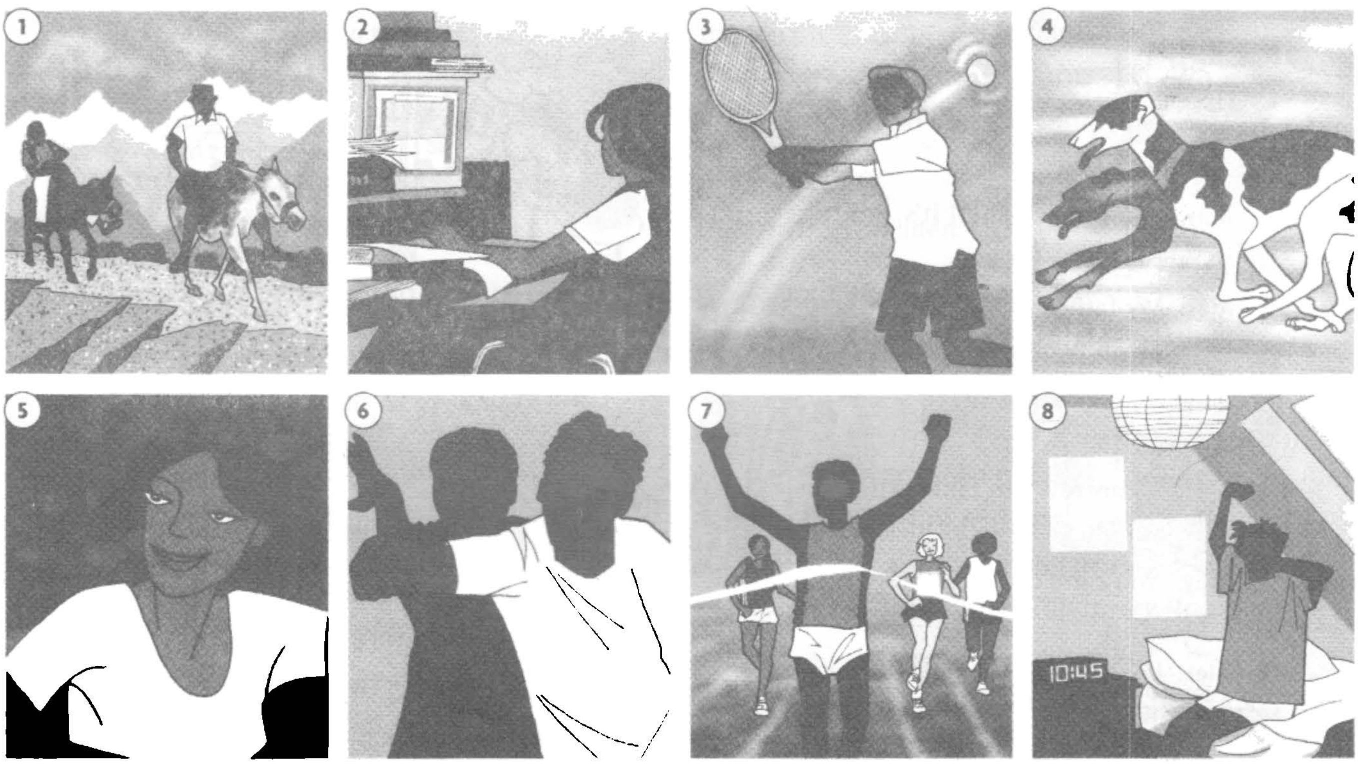
4 I won't go in Jack's car. He drives too *dangerous* / *dangerously*.

5 My *usual* / *usually* breakfast is tea and toast.

6 You need to exercise if you want to be *healthy* / *healthily*.

(c) What are they doing? Write sentences about the people in the pictures. Use a verb from box A and an adverb from the adjectives in box B.

A	B
shout work play win ~~travel~~ smile get up run	quick happy loud hard bad late easy ~~slow~~



1 They *'re travelling slowly*.

2 She work hardly.

3 He play badly.

4 The dogs runing quickly.

5 She smiling happily.

6 They shoot loudly.

7 She win easily.

8 He get up late.

5 Culture in mind

Match the two parts of the words and then match the words with the definitions.

1 new	way	a	flats for people to live in
2 sky	ury	b	the verb from *success*
3 manu	ments	c	using your hands
4 rail	rants	d	people who arrived for the first time a short time ago
5 cent	eed	e	very tall buildings
6 mig	al	f	the train system
7 apart	comers	g	people who moved to a new country to live
8 succ	scrapers	h	100 years

6 Pronunciation

/ɒ/ and /əʊ/

a) Listen and repeat. Try to hear the difference between the /ɒ/ and the /əʊ/ sounds.

/ɒ/ job what want foggy belong probably

/əʊ/ rope won't joke kilo going tomorrow

b) Underline the words or syllables with the /ɒ/ sound. Circle the words or syllables with the /əʊ/ sound. Then listen again, check and repeat.

1 Our dog has got a cold nose.
2 Bob and Tom don't go to the coast.
3 The foreign politician told a good joke.
4 John wants to own a mobile phone.
5 Those tomatoes are old.
So what? Throw them in the pot!

7 Study help

Spelling and pronunciation

It's often difficult to work out the spelling of English words from their sound, or to be sure how to pronounce them from their spelling. But there are some patterns that you can follow. Here are some common spellings for the /əʊ/ sound.

o	*ow*	*oa*	*o + consonant + e*
go	*throw*	*coat*	*phone*
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....

Work out what these words are and add them to the lists:

/bəʊt/ /tə'mɒrəʊ/ /pə'teɪtəʊ/ /nəʊz/ /dʒəʊk/
/'wɪndəʊ/ /hel'əʊ/ /səʊp/ /həʊp/ /'fɒləʊ/

You can build up similar spelling lists for other sounds. For example, here are some common spellings for the /ɜː/ sound. Can you add more words to the lists?

er	*ur*	*ir*
verb	*turn*	*bird*
....	....	....
....	....	....

- If you make lists like this, look at them regularly.
- Record difficult words on a cassette. Then test yourself by playing them and writing them down.

Skills in mind

8 Read

Read the questionnaire and choose the answers which are true for you. Then add up your score. Do you think the description is true about you?

How easily do you give up?

① You have some very difficult homework to do. Do you …

- **a** give up? ○
- **b** keep working at it? ○
- **c** go away and do something else, then come back to the problem? ○



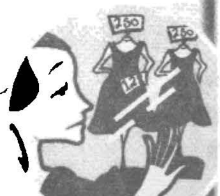
② You lend some money to a friend, but he/she doesn't give it back. Do you …

- **a** stop talking to your friend? ○
- **b** forget about the money? ○
- **c** ask your friend (nicely) to give you the money as soon as possible? ○



③ You see some clothes you really like, but they're very expensive. Do you …

- **a** feel angry and try to forget the clothes? ○
- **b** buy something cheaper? ○
- **c** start saving money to buy the clothes that you really want? ○



④ You know another boy/girl, and want to be his/her friend, but you know that he/she has lots of other friends. Do you …

- **a** forget about this person? ○
- **b** look for someone else to be friends with? ○
- **c** ask him/her to be your friend and then see what happens? ○



⑤ You want to play for the school team in your favourite sport, but the teacher never chooses you. Do you …

- **a** decide not to do sport any more? ○
- **b** choose a different sport and try to get into that team? ○
- **c** practise harder and ask the teacher why he/she doesn't choose you? ○



For each *a* answer, give yourself 0 points.
For each *b* answer, give yourself 1 point.
For each *c* answer, give yourself 2 points.
Check your score.

8–10 points:	Good for you! You don't give up easily.
4–7 points:	Try a little harder to get the things you want.
0–3 points:	Come on! If you don't try, you'll never get what you want.

9 Write

Choose one of the situations in the questionnaire and make it into a story. Write what happened.

Writing tip

Planning a narrative

- Plan the events in your story before you start to write. Use these questions to organise your ideas, and make notes for each question.
  1. Setting the scene: where and when did the events happen?
  2. What situation did you face?
  3. What did you do first?
  4. What happened after that?
  5. How did it end?
- When you are sure of the basic events, add some details to your plan. Try to 'see' the situation as clearly as you can. What did things/people look like? How did people behave? How did you feel? Quickly write down words and phrases that you can use.
- Now use your notes to start writing your story. Write a paragraph for each section (1–5). Don't forget:
  - use of connectors *and*, *but* and *because* to link ideas
  - use of adjectives and adverbs to give your story interest and colour.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

happily snowed windy angry weather too ~~rainy~~ sunny bitterly heavily

Usually the English winter is cold and *rainy*, so my family decided to have a weekend break in the south of France last February. We wanted to enjoy some good weather. But when our plane landed at Nice, it was [1] .... foggy to see anything through the windows, and before we got to our hotel it started to rain [2] .... On Saturday the weather was worse – it was [3] .... and [4] .... cold. And on Sunday it [5] .... in Nice for the first time in 15 years! When we arrived back in England that evening, my uncle met us at the airport. 'The [6] .... was fantastic here this weekend,' he said [7] .... 'It was beautifully warm and [8] .... every day! How was Nice?' My father was too [9] .... to answer him.

/9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 It was terribly hot this afternoon, but it's nice and .... now.
  a cool b cold c snowy

2 You have to drive slowly when it's ....
  a sunny b warm c foggy

3 We didn't see the sun today because it was too ....
  a windy b cloudy c hot

4 Don't forget your umbrella. They say it will .... this afternoon.
  a rain b rains c raining

5 You can't learn to drive now. You're .... young.
  a too b much c very

6 They came .... into the room.
  a quiet b quietly c too quietly

7 I can do this work ....
  a easy b easly c easily

8 We were in the airport for an hour because the plane arrived ....
  a late b lately c later

9 I'm really happy. This result is ....
  a very good b too good c very well

/8

3 Correct the mistakes

In each sentence there is a mistake with *too* + adjective or with adverbs.
Underline the mistake and write the correct sentence.

1 Drive slow – this bridge is dangerous. *Drive slowly – this bridge is dangerous.*
2 That music is very loudly. ....
3 The shop was busy and we had to work hardly. ....
4 It's to hot to wear a jumper. ....
5 If you walk quick, you can get to the station in five minutes. ....
6 My grandfather is too old, but he's fit and healthy. ....
7 Alison talks slow, so it's easy to understand her. ....
8 I can't lift the piano – it's too heavily. ....
9 Our team didn't win, but they played good. ....

/8

How did you do?

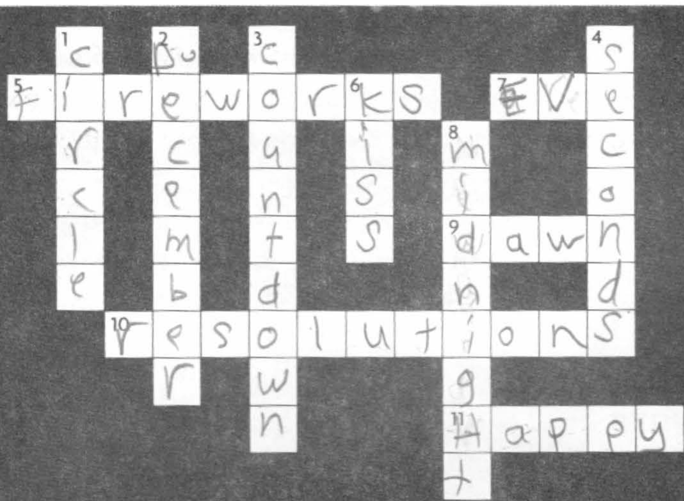
Total: /25

Very good	OK	Review Unit 12 again
20 – 25	14 – 19	0 – 13

13 Good intentions

1 Remember and check

Use the summary to fill in the puzzle. Check with the text on page 106 of the Student's Book.



New Year's [7] .... is on 31st [2] .... Ten [4] .... before 12 o'clock, people start the [3] .... : 10–9–8–7–6–5–4–3–2–1 ... and then it's [8] .... ! Lots of [5] .... go off and light up the sky. People [6] .... each other and say '[11] .... New Year!'. They stand in a [1] .... and sing an old song called Auld Lang Syne. After that, the parties often go on until [9] .... People also often make promises for the year, called New Year's [10] .... , but they don't always keep their promises.

2 Vocabulary

Phrasal verbs

(a) Match the two parts of the sentences.

1 I want to take up skiing.
2 I gave up smoking
3 I tried to work out the problem
4 I threw away my old jumper
5 I didn't keep up my piano lessons

a when I bought a new one.
b but I couldn't find the answer.
c because I hated practising.
d because it was bad for my health.
e so I'll have to buy some warm clothes.

(b) Fill in the phrasal verbs. Use a word from each box.

work throw keep give take	up out away

1



They're playing brilliantly! I hope they can .... it ....

2



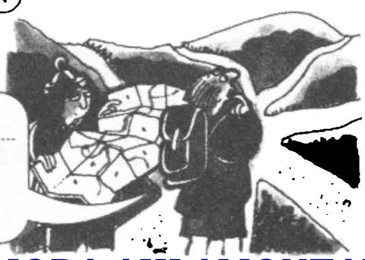
Hey, don't .... those boxes! I'm going to use them.

3

I need some exercise. I think I'll .... a new sport.



4



Can you .... where we are?

5

Lesley, I think you'll have to .... skateboarding.



(c) Write your own answers to the questions. What are ...

1 two things you should give up if you want to lose weight?

1, I givup chocolate, 2 give up a lot of food eating

2 two things you will never throw away?

1. I don't throwaway Al Quran, 2. I don't throw away my book

3 two activities you should keep up if you want to learn English well?

1. I keep up the Reading lesson and listening lesson

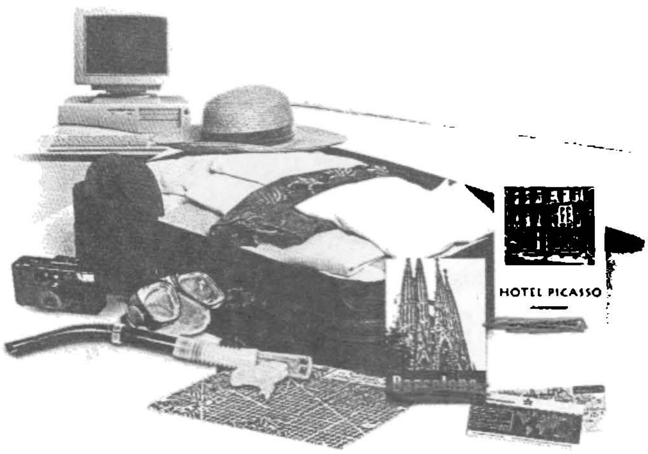
4 two activities you would like to take up when you're older?

I would like to take up the to learn Relation and information technology

3 Grammar

be going to: intentions

(a) Steve is getting ready to leave for a holiday. Look at the picture and mark the sentences *T* (true) or *F* (false).



1 Steve is going to have a holiday in Portugal. F
2 He's going to take his computer with him. F
3 He isn't going to drive to Barcelona. T
4 He's going to go snorkelling. T
5 He's going to stay at a campsite. F
6 He isn't going to take any photos. F

(b) Complete the sentences with the correct form of *be* (positive or negative).

1 I ...am... going to get up early tomorrow. I have to finish my French homework before school.

2 Greg ...is... going to meet his sister at the station. She's arriving at 9.30.

3 ...are... you going to watch the James Bond film on TV tonight?

4 We haven't got much money, so we ...aren't... going to stay in an expensive hotel.

5 Jane ...isn't... going to see the doctor because she's feeling much better now.

6 They've got some sandwiches, cake and fruit juice. They ...are... going to have lunch on the beach.

7 I ...am not... going to catch the bus this afternoon. I want to walk home.

8 ...is... your cousin going to come to the New Year's Eve party?

(c) Complete the questions with the correct form of *be going to*. Then complete the short answers.

1 A: *Are* your brothers *going to fly* (fly) to Frankfurt?
B: No, *they aren't*.

2 A: ...is... Maria ...going to learn... (learn) to drive?
B: Yes, ...she is... .

3 A: ...is... Andrew ...going to move... (move) to a new flat?
B: No, ...he isn't... .

4 A: ...are... you ...going to wear... (wear) your red shirt tonight?
B: No, ...I am not... .

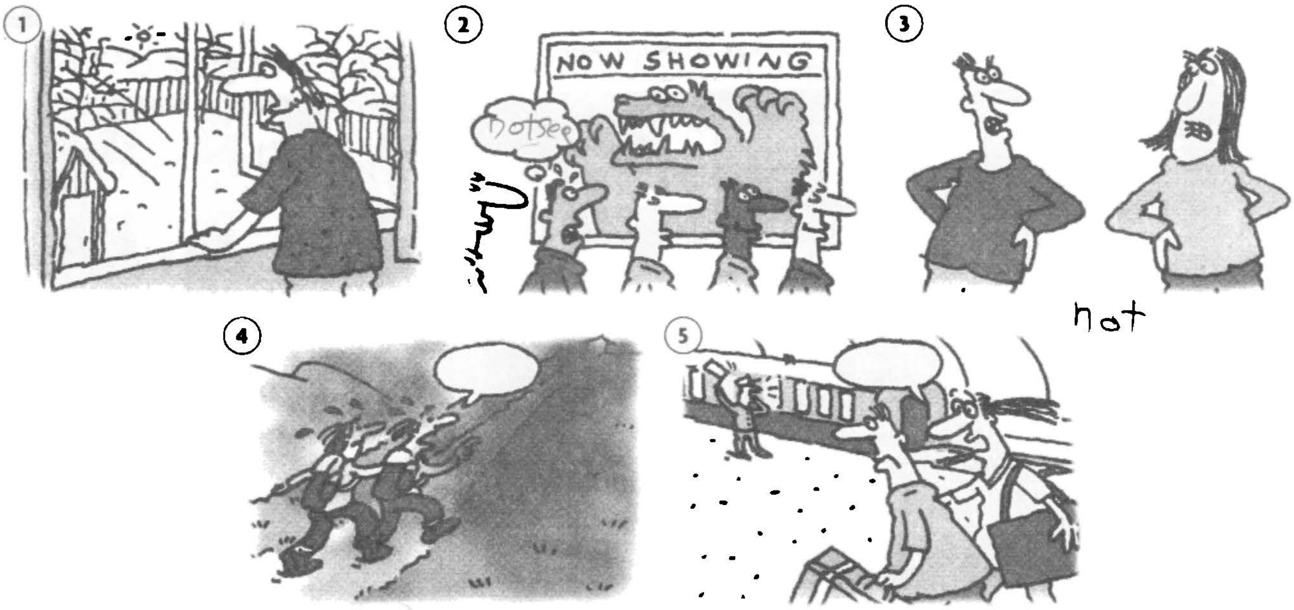
5 A: ...are... Tim and Diane ...going to do... (do) the washing-up?
B: Yes, ...they are... .

6 A: ...are... we ...going to hire... (hire) a houseboat?
B: Yes, ...you are... .

be going to: predictions

d Complete the sentences. Use the correct form of *be going to* with the verbs in the box.

miss have ~~not snow~~ not enjoy not see



1 It *isn't going to snow* again this afternoon.
2 I am not going to enjo this film.
3 They are going to have an argument.
4 We are not going to see anything up there.
5 You are not going to miss the train!

e What's going to happen? Write sentences with *be going to*. Use your own ideas.

1 Come on! Your dinner is on the table.
It's going to get cold.
2 Ruth didn't get a good result in her exam.
She's going to study more for her exam
3 No one can beat the Italian cyclists.
They are going to win the race
4 The car is out of control!
It's going to crash.
5 Stop climbing on that rope!
you're going to fall
6 Patrick ate two hamburgers and some chocolate for lunch.
he isn't goin to be hungry for a few hours

must/mustn't

f Complete the school rules. Use *must* and *mustn't* and a verb from the box.

wear use be do bring eat

BISHOPWOOD GIRLS' SCHOOL

School rules

1 You mustn't eat food during classes.
2 You must do your homework.
3 You mustn't use your mobile phone in the classroom.
4 Every student must wear a school uniform.
5 Students mustn't bring pets to school.
6 Students must be quiet when they are in the library.

4 Pronunciation

must/mustn't

Listen and underline the words you hear. Then listen again and repeat.

1 You *must/mustn't* do that.
2 You *must/mustn't* sit here.
3 She *must/mustn't* speak to him.
4 We *must/mustn't* give her the letter.
5 I *must/mustn't* stay here.
6 You *must/mustn't* forget me.

5 Everyday English

Making offers

Complete the dialogues. Use a phrase from each box.

I'll drive	it for you.
I'll open	an omelette for you.
I'll ask	for your meal.
I'll pay	you home.
I'll fix	my parents.
I'll make	the window.

1 A: I've missed the bus!
B: That's OK. I'll drive anomeletter

2 A: My CD player isn't working.
B: Don't worry. I'll fix it for you

3 A: I haven't got any money with me.
B: That's all right. I'll pay you home

4 A: It's hot in here.
B: I'll open the window

5 A: I'd like something to eat.
B: OK. I'll make for your meal!

6 A: Can we have the party at your place?
B: I don't know. I'll ask my palents

6 Study help

Speaking

Here's an idea to help you practise speaking English outside the classroom. Record a list of questions about your activities and interests. Later, play back the questions and answer them aloud. Do this once or twice a week – your answers will be different at different times. After a few weeks, add more questions or record new ones.

If you have a cassette recorder at home, you can start now. Record these questions and add two more of your own.

Where are you at the moment?
Did you have a good day at school today?
What was the weather like?
Who did you have lunch with?
Did you see [*someone's name*] after school?
When did you get home?
What did you have for dinner last night?
Did you watch anything interesting on television yesterday?
What did you do last weekend?
What are you going to do tomorrow?

which are you going to play for tomorro
what is the weather like?
Where are you going for nixt week
Did you have a good day on holey da

Other ideas for speaking practice:

- Practise dialogues with a friend – help each other with expression and pronunciation when you can. If possible, record your dialogues, listen together and then practise again.
- Try to talk in English for 15–20 minutes every day with a friend. Perhaps you can do this when you are coming to school or going home.
- Leave a voice message in English on your friend's phone. When you get a message from your friend, ring back to leave a reply.
- If you know any English speakers, have conversations with them as often as you can.

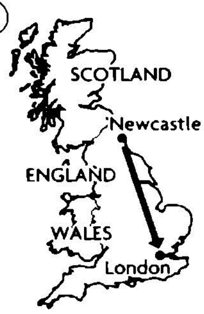
Skills in mind

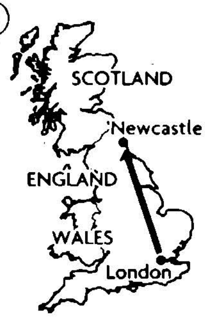


7 Listen

It's 1st January and Denise is ringing Robbie, a friend in America. Listen to the dialogue and circle the correct answers, a, b or c.

1 Where are Denise and her family going?

a


b


c


2 When are they going to move?

a	b	c
next weekend	in five weeks' time	in nine weeks' time

3 Which is their new house?

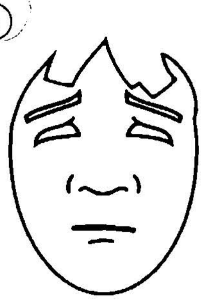
a


b


c


4 How does Denise feel about selling the flat?

a

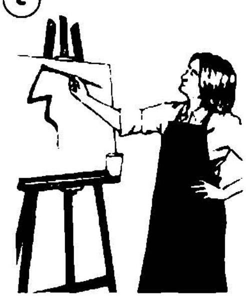

b


c


5 What is Denise's mother going to do?

a


b


c


Listening tip

Using tapescripts

For extra practice with this listening text, you can ask your teacher to give you the tapescript.

- Use the tapescript to listen and read at the same time. Pause after each person's speech and read it aloud.
- Use white corrector fluid to 'white out' parts of the text – for example, you could remove all the verbs, or you could remove every sixth word. Perhaps your teacher will do this for you, or you could do it for a partner and then exchange tapescripts. A day or two later, listen to the recording again and try to fill in all the spaces.

8 Write

Imagine that you are Denise. Write an email to a different friend. Tell her about the things you and your family are going to do this year.

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

going to take resolutions keep ~~Year's~~ give isn't must stick

Now that it's New *Year's* Day, everyone is making [1] resolutions for the year. I'd like to get into the school basketball team this year, and that means I really [2] must get fitter. So I'm [3] goint to start running in the mornings before school. It [4] isn't going to be easy. I tried it once or twice last year, but I found it boring on my own and I didn't [5] keep it up. But this time Bruno is going [6] to come running with me, and I think this will help me to [7] stick to my resolution. Bruno is determined to lose some weight, so he says he's going to [8] give up hamburgers and chocolate, and he's also going to [9] take up gymnastics. This is going to be the year of healthy living!

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 You must try to .... up smoking.
a take b keep (c give)

2 I'm going to throw .... these old shoes.
(a away) b up c down

3 It's a difficult question. Can you .... the answer?
(a work out) b take up c put on

4 You're cold! I'll .... you a jumper.
a giving (b going to give) c give

5 It's getting late. .... leave soon.
(a We must) b Must we c We mustn't

6 Julio .... going to meet us at the airport.
a will (b is) c are

7 You .... drive too fast.
a must (b mustn't) c going to

8 .... Julia going to sing with the band?
a Does b Will (c Is)

9 A: I can't lift this box. B: .... you.
a I help (b I'll help) c I'm helping

8

3 Correct the mistakes

In each sentence there is a mistake with *be going to* or with *must/mustn't*.
Underline the mistake and write the correct sentence.

1 I'm going clean my room this weekend. *I'm going to clean my room this weekend.*
2 We going to study hard before the exams. We are going to study hard before the exams
3 Anna doesn't go to watch TV this evening. Anna isn't goint to watch TV this evening
4 They must being home before 12 o'clock. They must be home before 12 o'clock
5 I not going to take my guitar with me. I am not going to take my guitar with me
6 You going to take up windsurfing next year? are you going to take up windsurfing next year
7 We mustn't to forget Mum's birthday. We musn't forget Mum's birthday
8 Does it going to rain soon? is it going to rain soon?
9 They don't going to travel by bus. They aren't going to travel by bus

8

How did you do?

Total: 25

☺ Very good 20 – 25	😐 OK 14 – 19	☹ Review Unit 13 again 0 – 13

14 You shouldn't do that!

1 Grammar

should/shouldn't

ⓐ Match the pictures with the sentences in the text. Write the numbers 1–4 in the boxes. Then complete the sentences with *should* or *shouldn't*.

ⓑ Complete the sentences. Use the phrases in the box with should or shouldn't.

have music lessons
~~eat a lot of sweets~~
talk to his teacher about it
buy expensive clothes
go to bed late
be nice to people

1 Gérard has got bad teeth. He *shouldn't eat a lot of sweets*

2 Wendy doesn't have many friends. She should be nice to people

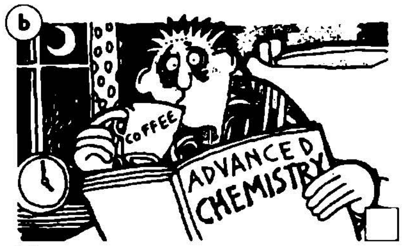
3 Franco doesn't have much money. He shoudn't buy expensive clothes

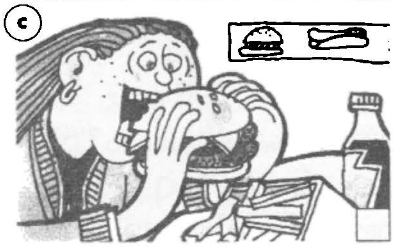
4 Adriana wants to be a singer. She should have music lessons

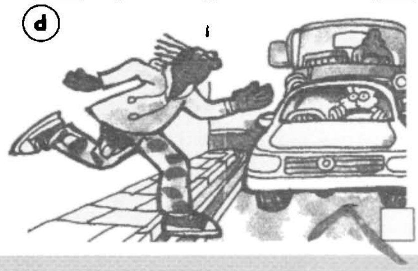
5 Julia is always tired when she gets up. She shoudn't go to bed late

6 Phil doesn't understand his Maths work. He should talk to his teacher about it

a 

b 

c 

d 

Look after yourself!

1 You should go to bed early before an exam.

2 You should eat plenty of fresh fruit and vegetables.

3 You shouldn't stand under a tree in a storm.

4 You should look left and right before crossing the road.

ⓒ Put the words in order to complete the questions. Then write answers about the customs in your country.

1 you What say should

What should you say when you meet someone for the first time?

You should say

2 bow students Should

students should bow when a teacher comes into the classroom?

should you into the classroom

3 present bring Should you a

you should bring a present if someone invites you to their home?

shoud you go to their home?

4 you use should When

when should you use someone's first name?

5 take Should off people

people should take off their shoes when they go into your house?

should they ... go into my house

(d) What do you think these people should/shouldn't do?
Write sentences, starting with *You*, *He*, *She* or *They*.

1 I can't talk to my friend because she's in San Francisco.
You should write her a letter.

2 Amy feels ill today.
She Shouldn't go to school

3 I want to speak really good English.
You Should usp decshinaly

4 I've got a Science test tomorrow.
you should study hard

5 Dave wants to travel to a different country.
He should bring much money

6 I want a really good job when I leave school.
you should ask same people for the job

7 Alex has got a problem – he hasn't got any money.
He shoud workout the job

8 Lucy and Amy want to have a big celebration for Dave's birthday.
they should have a hall

2 Vocabulary

Personality adjectives

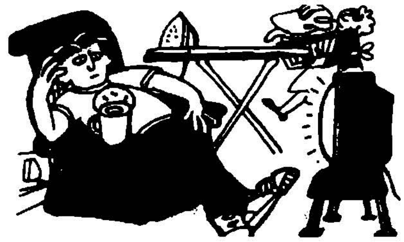
(a) Look at the pictures. Complete the words to describe the people.



1 *d i s o r g a n i s e d*



2 cheerful



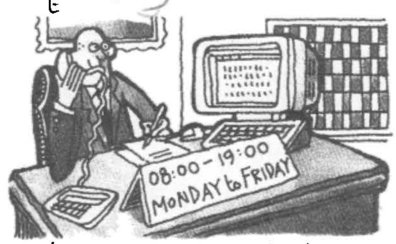
3 lazy



4 polite



5 miserable



6 hard-working



7 organised



8 rude



9 nervous

(b) Listen to Dave talking about some of the students in his class. Underline the adjective that describes each person.

James	a hard-working	b cheerful	c polite
Sally	a honest	b kind	c friendly
Cathy	a relaxed	b polite	c honest
Joanne	a helpful	b unkind	c lazy
Max	a dishonest	b unfriendly	c rude



3 Pronunciation

Silent consonants

(a) Listen to the word pairs. In one of the two words, the consonant in brackets is silent. Circle the silent consonant. Then listen again, check and repeat.

1	answer	twenty	(w)
2	kind	knife	(k)
3	often	faster	(t)
4	autumn	station	(n)
5	climber	robber	(b)
6	horse	hour	(h)
7	went	wrong	(w)
8	hold	should	(l)
9	Science	disco	(c)

(b) Here are some new words, each with a silent consonant. Which do you think is the silent letter, and how do you think you should pronounce the word? Listen, check and repeat.

1 lamb
2 could
3 kneel
4 column
5 wrap

4 Grammar

What's it like?

(a) Read the answers and write questions with *What (be) ... like?* Use the words in the box.

> the weather your new sunglasses the party
> your neighbour ~~the film~~ Helen's friends

1 A: *What was the film like* ?
B: It was great. It was really exciting and the computer effects were amazing.

2 A: What is your new sunglasses like?
B: Well, they're a sort of blue colour and I think they're cool.

3 A: What is the weather like ?
B: It's cloudy and very cold. They say it's going to snow later.

4 A: What were Helen's friends like?
B: They were OK. They were quite friendly and some of them were interesting.

5 A: What was the party like ?
B: I didn't enjoy it much. It was too crowded and the music was awful.

6 A: What is ?
B: Oh, she's nice. She's really kind and friendly.

(b) Now answer these questions about you.

1 What's your best friend like?
2 What are your favourite shoes like?
3 What was your first teacher like?

5 Vocabulary

Adjectives for expressing opinions

(a) Match the adjectives that have similar meanings.

1	boring	a	dreadful
2	brilliant	b	good
3	awful	c	dull
4	cool	d	fantastic

(b) Underline the correct adjectives.

(1)



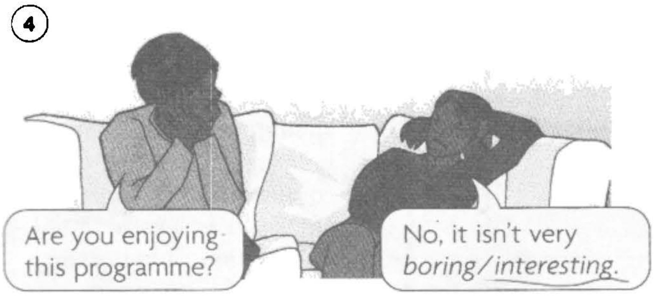
(2)



(3)



(4)



6 Culture in mind

Complete the sentences with the words in the box.

| You're welcome | Pardon | Can I have |
| Thank you | please | |

1 Can I have six oranges, please?

2 A: You should wait in the queue.
B: pardon ?
A: I said: you should wait in the queue.

3 A: Thanks very much.
B: You're welcome

4 I'd like a black coffee, please .

5 A: I bought you a little present.
B: Oh, great! Thank you .

7 Study help

Vocabulary

It's a good idea to group adjectives with their opposites in your Vocabulary notebook.

(a) Find another pair of personality adjectives to add to each list.

(b) Find the opposites of the adjectives in the box and write them in the lists. Use your dictionary if you need to.

| healthy | orderly | beautiful | obedient |
| usual | quiet | lucky | stupid |

dis-
honest – dishonest
disorderly
disobedient

un-
kind – unkind
unhealthy
unlucky
unusual

Different adjective
hard-working – lazy
quiet - noisy

(c) Can you find the opposites to add to these lists? Use your dictionary to help you.

| useful | possible | perfect | careful |

im-
probable – improbable
possible – impossible
perfect – imperfect

-less
powerful – powerless
useful – useless
careful – careless

Skills in mind

8 Read

Jacqueline is from France. After she left school, she spent three months studying in England. Read her article giving advice to language students. Mark the statements *T* (true) or *F* (false) and correct the false statements.



I went abroad for the first time when I was 18. I travelled to England to study English, but I didn't learn to speak well. The main problem was that I made friends with other French people, so I spent too much time speaking French. It's important to make English friends and to spend a lot of time with your English host family. If they have young children, it's even better. The children in my host family were great teachers.

Another problem was that I was worried about making mistakes when I spoke, so I didn't say much. But you shouldn't worry. English people are usually polite and helpful. You can't learn to say things if you don't talk. You should leave your dictionary at home and say what you can.

To help your listening, try to understand the conversations of English people in shops and on buses. I heard some very interesting things! Listening isn't easy at the beginning, but don't give up!

Read a newspaper and watch the news on TV every day. All the students in my class did this, and it helped a lot. Of course, the cinema is a fun way to practise your English. And listening to songs is helpful, too – there are lots of good British bands.

Finally, don't study too hard. Give yourself lots of time for fun, but try to have fun the English way.

1 Jacqueline didn't go to other countries when she was a young child. [T]

2 She spoke good English after her three months in England. [F]
She didn't learn to speak well.

3 She had a lot of English friends. [F]
She had a lot of French friends

4 The children in her English family didn't help her. [F]

5 She thinks students should always carry a dictionary with them. [F]
She leal at home

6 She listened to English people talking when she went shopping. [T]

7 She thinks it's a good idea to watch TV every day. [T]

8 She believes students should always study very hard. [F]

Reading tip

Answering true/false questions

- Read the statements very carefully – it's important to know exactly what they are saying before you decide if they are true or false. Underline key words and phrases. Also look out for negatives – if you miss these, you will get the wrong answers.
- Read the examples. Why are they true or false? Look through the text to find the parts that give the answers ('I went abroad for the first time when I was 18', 'I didn't learn to speak well'). Look out for expressions that are similar in meaning (for example, 'go to other countries' – 'went abroad'). Continue this close reading when you are deciding if the other statements are true or false.
- This exercise also asks you to correct the false statements. (You don't have to write anything when the statement is true.) Look at the example correction for statement 2 and see how it uses information from the text.
- Make sure you are only correcting the false information. Don't write more than you need to.

9 Write

Use Jacqueline's advice to make a poster.

GOING ABROAD TO STUDY ENGLISH? REMEMBER THIS ADVICE!

YOU SHOULD ...
spend a lot of time with your host family.

YOU SHOULDN'T ...
make friends only with people from your country.

Unit check

1 Fill in the spaces

Complete the dialogue with the words in the box.

dishonest should miserable kind ~~nervous~~ disorganised shouldn't lazy cheerful like

A: The exams are in two days' time, but Gino isn't *nervous* at all.
B: I know – he's amazing. He's always relaxed and [1] .... so he never stops smiling. Even when bad things happen he doesn't get [2] ....
A: Julie thinks he's [3] .... She says he never does any work.
B: That isn't true. You [4] .... listen to Julie. She's often [5] .... so you can't believe half the things she says.
A: You know Gino's brother, don't you? What's he [6] .... ?
B: Well, he's incredibly [7] .... he's always late and he's always losing things. But he's very [8] .... – he thinks about people and does a lot to help them. You [9] .... meet him. He's a nice guy.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 He was .... He really hurt my feelings.
a unkind b nervous c friendly
2 I'm sure her story is true. She's a very .... person.
a rude b hard-working c honest
3 Our neighbours never speak to us. They're very ....
a miserable b lazy c unfriendly
4 You're going to love this music. It's ....
a dreadful b brilliant c attractive
5 The party was .... and boring.
a dull b cool c ugly
6 You .... wear those jeans. They're too short.
a must b should c shouldn't
7 That bike isn't very safe. I don't think he .... ride it.
a should b must c shouldn't
8 .... buy this book for Dad's birthday?
a We should b Should we c Do we should
9 A: .... the weather like? B: It's awful!
a What was b What's c What does

8

3 Correct the mistakes

In each sentence there is a mistake with *should/shouldn't* or with *What's it like?* Underline the mistake and write the correct sentence.

1 Lesley should seeing a doctor. *Lesley should see a doctor.*
2 They shouldn't to talk loudly in the library. ....
3 I don't think you shouldn't go out without a coat. ....
4 What your new teachers like? ....
5 We should to get up early tomorrow. ....
6 He doesn't should smoke when people are eating. ....
7 Do I should send an email to Martin? ....
8 You shouldn't be lazy, do you? ....
9 What's the concert like last night? ....

8

How did you do?

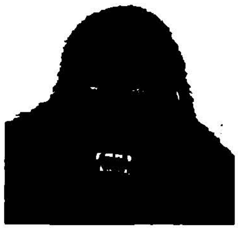
Total: 25

Very good	OK	Review Unit 14 again
20 – 25	14 – 19	0 – 13

15 How brave!

1 Remember and check

Match the questions with the answers, and then complete the answers with the verbs in the box. Check with the text on page 118 of the Student's Book.



are scared	will kill	didn't hit
take it back	picked it up	

1 Why did the woman drive to the forest with the baby gorilla?

2 The woman was really worried. What did she think?

3 The gorilla wanted to scare the woman. What did it do?

4 What happened to the baby gorilla?

5 Is it true that gorillas are very dangerous to people?

a She thought, 'I hope the mother will recognise the baby. If not, perhaps she take it back it.'

b No, not normally. Gorillas will only attack you if you show that you will kill.

c The big gorilla walked over to it, didn't hit and moved away.

d The baby was well again. The woman had to take it back to its family.

e It lifted its hand, but it will kill her.

2 Grammar

First conditional

a Underline the correct words.

1 If *you finish* / *you'll finish* work before five, Olga will take you home in her car.

2 They'll be disappointed if they *don't* / *won't* get concert tickets.

3 If Alan wants to have a shower, *he has to* / *he'll have to* hurry.

4 If you don't wear a coat, *you're* / *you'll be* cold.

5 If Chris doesn't phone Sue tonight, *she sends* / *she'll send* him an email.

b Write first conditional sentences.

1 If / Judith / miss / bus, / she / be / miserable
If Judith miss bus, she'll be miserable

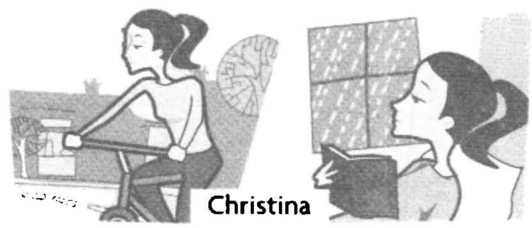
2 If / train / not come soon, / we / walk home
If train don't come soon, we'll walk home

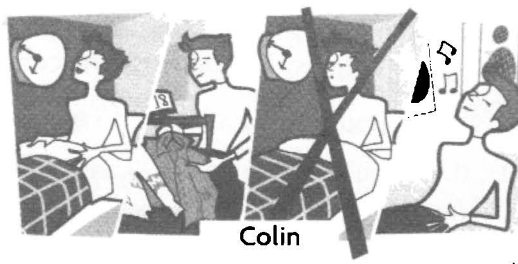
3 You / not get wet / if you / wear / raincoat
If you don't get wet you'll wear raincoat

4 I / not sing well / at concert / if I / be / too nervous
If I don't sing well, I'll be too nervous at concert

5 If / my friends / see me, / they / not recognise / me
If my friends see me, they won't recognise me

c The pictures show people's possible plans for Saturday. Complete the conditional sentences.





1 If the weather is nice, Christina will ride the bucycle

2 If it raining, christina will read the book

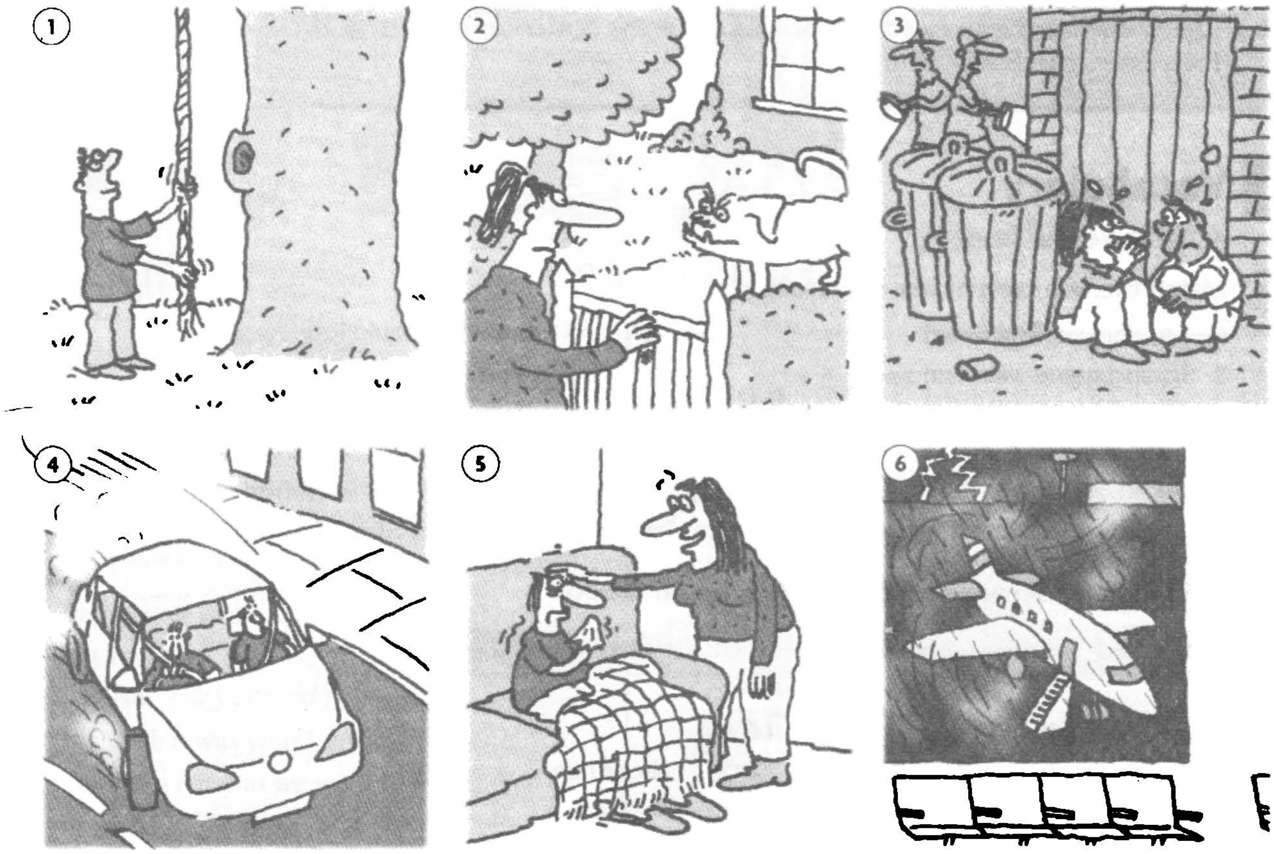
3 If Colin walks up early, he will go to out

4 If he walks up late, he will listen music

(d) Think about your next free afternoon or evening, or your next weekend. Write three true sentences using the first conditional.

1 If I go out this evening, I will go to the park
2 If I sleep early, I will wake up early for next day
3 Will I finish my homework if my brother help me

(e) Look at the pictures and complete the sentence. Use *will* or *won't* and the words in brackets.



1 If he tries to climb up, he will break his hands . (break)
2 If she goes into the garden, the dog will attack her . (attack her)
3 If we keep quiet, they won't find us . (find us)
4 If they drive too fast, they will crash into wall . (crash)
5 If you go to bed, you will feel better . (feel better)
6 If the weather gets worse, the plane won't take off . (take off)

when and *if*

(f) Complete the sentences with *when* or *if*.

1 Neil will look for a job when the summer holidays begin.
2 I'll do my homework when I get home.
3 We'll take a taxi if Dad can't meet us at the station.
4 If you waste time, you won't finish your work.
5 It'll be great if I win this competition!
6 We'll have a big celebration when you turn 21.

3 Pronunciation

Sentence stress

a Listen to the sentences from the text in Unit 15. Underline the stressed words/syllables. Then listen again and repeat.

1 If the mother doesn't recognise the baby, she won't take it back.
2 They only attack when you show you're scared.
3 If I turn and run away, this gorilla will attack me.
4 But if I don't move, he'll go away.

b Underline the stressed words/syllables in the sentences in Exercise 2f. Then listen, check and repeat.

4 Vocabulary

Adjectives of feeling

a **Match the two parts of the sentences.**

1 My dog gets frightened
2 Rosa's parents were annoyed
3 She was tired
4 I was interested
5 She's bored with her job
6 My little sister is getting excited

a and I think she should look for a new one.
b about her birthday party next weekend.
c when she hears fireworks.
d after her long walk in the mountains.
e because she was late home from the party.
f when I heard that Matt is going out with Carol.

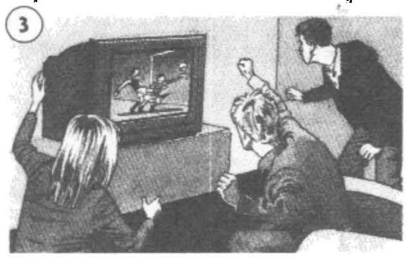
b **Complete the sentences with the adjectives in the box.**

annoyed exciting frightening worried interesting terrified

1 This book isn't very interesting
2 We can't find our cat. I'm worried about him.
3 It was a very exciting match.
4 I'm terrified of snakes.
5 Our teacher gets annoyed when we don't listen.
6 There were strange noises in the night. It was frightening

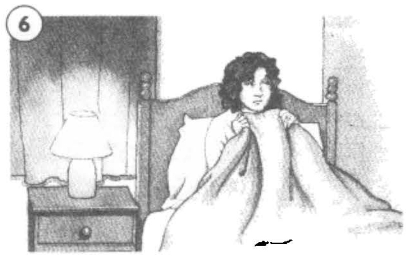
1


2


3


4


5


6


Verbs

(c) Look at the pictures and fill in the verbs. If you need help, look at Exercise 7 on page 121 of the Student's Book.



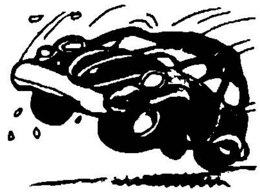
1 crash



2 land



3 attack



4 overturn



5 Fa



6 Collapse



7 burn

5 Everyday English

Complete the dialogue. Use a word or phrase from each box.

No	Hang
~~How should~~	No big

~~I know~~	deal
way	on

Tom: Do you know who I dreamed about last night?

Susie: No. *How should I know*?

Tom: Well, it was you! I dreamed that you asked me out and we went to the cinema together.

Susie: That's an idea. Maybe I should ask ...

Tom: So you're going to ask me out? Great. We can go to the cinema and after that ...

Susie: 1 Hang on! What are you talking about?

Tom: Didn't you ask me to go out with you?

Susie: Me? Ask you out? 2 No big deal!

Tom: But you said ...

Susie: Oh, Tom. Not you – *Danny*. I want to ask Danny to go out with me.

Tom: Ah. Oh well, OK. 3 No way.

6 Study help

Grammar

Here are some things you can do to help you remember and revise grammar.

- In your notebook, write down the grammar rule in the form of a diagram or summary. For example:

  First conditional

If + present simple,	+	*will*
will	+	*if* + present simple

- Write example sentences which show the meaning clearly.
- Identify areas where you sometimes make mistakes. In your examples, highlight the difficult area with different coloured pens or highlighter pens.
- Go over the exercises in the Student's Book and Workbook.
- Record example sentences and listen to them from time to time, for example, when you are washing up or on your way to school.
- Work with a friend. Write some sentences on a particular grammar point and include one grammar mistake in each sentence. Exchange your work and correct the mistakes in your friend's sentences. Then discuss the sentences together.

Choose some or all of these points and use them for revising the first conditional.

Skills in mind

7 Read

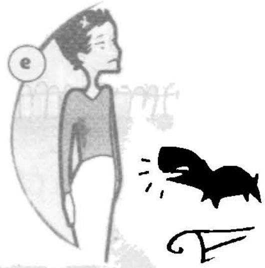
(a) Read the school newspaper article and put the pictures in the correct order. Write 1–5 in the boxes.











A medal for bravery

One of our students received a medal yesterday at Macclesfield Town Hall for her bravery in helping an elderly lady.

Carol Armstrong, 15, was in Lyme Park in Stockport last May when she saw a pit-bull terrier which was barking furiously at an elderly woman, Mrs Anne Phillips. Mrs Phillips called for help, so Carol ran closer and picked up some stones from the path.

'I started to throw stones at the dog,' Carol told us. 'Then it turned round and began to come towards me. I was really scared. I stood still and shouted at the dog and it stopped, but it kept barking and it looked very angry. I thought it was going to attack me.'

At that moment, however, the dog's owner, Mr Paul Ashcroft, arrived and called the dog off.

'Carol is a very brave girl,' commented Mr Thomson, the mayor of Macclesfield, when he gave Carol her medal. But Carol says, 'I don't really think I did anything special. The lady was clearly very frightened, so I just did the first thing I could think of.'

Mr Ashcroft was fined £100 for not keeping his dog on a lead.

(b) Answer the questions.

1 Who did the dog bark at first? I started tothrow stones atthedog.

2 What did Carol throw at the dog? he started to throw Stonecat dog.

3 What did the dog do next? he stood still and shoutd atthe dogand.

4 Why didn't the dog attack Carol? the dogs on her poul.

8 Write

Write a newspaper report about a person / people who did something brave. It can be about a true event or you can invent one.

Writing tip

Organising a newspaper report

Look again at the text. Notice that in the first paragraph of the report, the writer identifies the time and makes a very short summary of the event. The report then gives a fuller description of the event with comments from Sharon and other people.

Follow the same pattern when you write your report. Think out the details before you begin to write. Make notes on these questions:

- Who was there?
- Where and when did it happen?
- What happened first?
- What happened next?
- Who said something about it?

Unit check

1 Fill in the spaces

Complete the message with the words in the box.

I'm I'll tired ~~interesting~~ interested annoying arrives exciting bored when

How are you? Nothing *interesting* is happening here and I'm feeling [1] .... – there's nothing to do! I started watching the tennis on TV but it wasn't very [2] .... and I stopped watching. I can't go out because I have to look after my little brother. It's [3] .... because I had plans to go shopping with Louise this afternoon. Dad's at home, but he had to work all night in his job, so he's very [4] .... now. Anyway, I can go out later [5] .... Mum is home. If you're still [6] .... in seeing the new Spielberg film, [7] .... come with you. If Mum [8] .... early, I'll meet you at the café at six. But if [9] .... not there, I'll see you at the cinema before the film starts. Is that OK?

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 I think it's a very .... book.
a interest b interested c interesting

2 Don't be .... You're quite safe.
a frighten b frightened c frightening

3 It's a dangerous situation, but we must try to keep ....
a brave b tired c calm

4 Our car crashed and overturned. It was ....
a boring b terrifying c annoying

5 The bank .... took £20,000.
a robbers b fighters c jumpers

6 If the rope .... , you'll fall.
a breaks b will break c won't break

7 If they hire a car, ... to Spain.
a they drive b they'll drive c they drove

8 The dog won't attack him if .... move.
a he'll b he won't c he doesn't

9 We'll feel more relaxed .... the exams finish.
a if b when c because

8

3 Correct the mistakes

In each sentence there is a mistake with the first conditional or with *when* and *if*. Underline the mistake and write the correct sentence.

1 If the fire gets worse, this building <u>collapses</u>. *If the fire gets worse, this building will collapse.*

2 If you go to bed now, you'll wake up early tomorrow. ....

3 Sam is healthier if he eats more fruit. ....

4 Paula will sing well if she not gets nervous. ....

5 If it's rainy tomorrow, we don't go horse-riding. ....

6 You'll miss the bus when you don't run. ....

7 I stop writing to Jane if she doesn't answer my letters. ....

8 If Tim goes to university, he will becomes a lawyer. ....

9 If the winter comes, we will get some snow. ....

8

How did you do?

Total: 25

☺ Very good 20 – 25	😐 OK 14 – 19	☹ Review Unit 15 again 0 – 13

16 It's a mad world

1 Remember and check

(a) Match the sentence parts. Check with the text on page 124 of the Student's Book.

1 John Evans	grows	of bed.
2 The man from Scotland	has never had	things on his head.
3 The man from Thailand	balances	an accident.
4 Len Vale Onslow	never gets out	his hair.
5 Susan Smith	never cuts	onions.

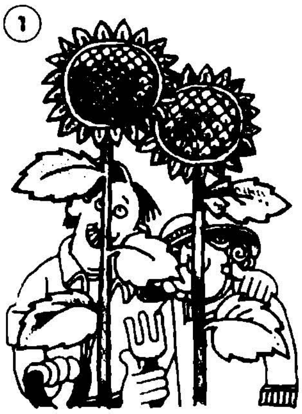
(b) Complete the sentences.

1 My parents .... sunflowers.

2 They're .... of the car.

3 Put the knife down! You might .... yourself!

4 This animal can .... a ball on its nose.

(1) 

(2) 

(3) 

(4) 

2 Vocabulary

Animals

(a) Find ten names of animals in the wordsquare.

R	I	S	N	A	K	E	D	P	E
F	R	I	T	P	C	J	A	D	R
T	A	R	A	N	T	U	L	A	M
A	B	Y	T	I	D	U	L	E	O
L	B	S	I	O	T	P	I	K	U
N	I	V	G	F	R	O	G	E	S
O	T	C	E	T	O	S	A	N	E
R	C	O	R	W	N	A	T	L	D
E	M	W	P	A	R	R	O	T	H
H	A	E	L	G	H	O	R	S	E

(b) Complete the sentences.
Use eight of the animal words from Exercise 2a.

1 A .... lives in Asia. It's a type of cat.

2 A .... moves along the ground without any legs.

3 We get milk from a ....

4 A .... has got eight legs.

5 An .... lives in rivers and it eats meat.

6 A .... is a bird. It usually has very bright colours.

7 A .... moves by jumping or swimming.

8 A .... eats plants and its home is under the ground.

(c) Write your own sentences for these animals.

1 dog ....

2 cat ....

3 horse ....

4 mouse ....

3 Grammar

Present perfect

(a) Complete the sentences. Use the past participle form of the verbs in the box.

play	eat	drive	listen	work	write	do	learn

1 Michael has often *played* tennis at the gym.

2 My mother has *Worked* in a lot of different jobs.

3 I've never *driven* a car.

4 Liz has *learned* how to fly a plane.

5 We've *eaten* Spanish food once or twice.

6 My cousins have never *written* a letter to me.

7 You've *listened* to all my CDs.

8 Dad has always *done* the cooking at home.

(b) There is a mistake in each of these sentences. <u>Underline</u> the mistakes and correct them.

1 I'm read this book three times.
I have read this book three times

2 This actress has be in about 30 films.
This actress has been in about 20 films

3 Annette and Luke <u>has</u> never played ice hockey.
have

4 Martin hasn't <u>spoke</u> to my parents.
spoken

5 We never been in a helicopter.
we have

6 You've travel to a lot of countries.
travelled

(c) Put the words in order to make questions and answers.

1 A: your Has father competition won ever a
Has your father ever won a competition?
B: won he's anything No, never
No, he's never won anything.

2 A: ever snake you Has a bitten
Has you ever bitten snake?
B: snake I've a No, never seen
No, I've never seen snake

3 A: flown to you Have America ever
Have you ever flown to America?
B: never in I've plane No, been a
No, I've never been in a plane

4 A: in your swum this friends pool Have
Have your friends swum in this pool?
B: they've swim never to learned No,
No, they've never learned to swim

(d) Use the words to write questions. Then write the short answer that is true for you.

1 see / a tiger?
A: *Have you ever seen a tiger?*
B: *Yes I have / No I haven't.*

2 meet / a pop star?
A: *Have you ever met a pop star?*
B: *Yes I have*

3 eat / Mexican food?
A: *Have you ever eaten Mexican food*
B: *No, I haven't*

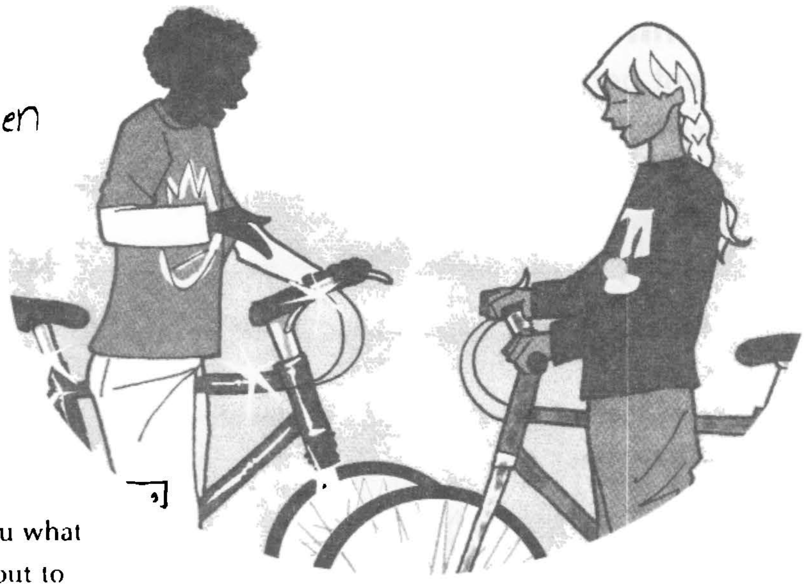
4 try / windsurfing?
A: *Have you ever tried windsurfing?*
B: *Yes, I have*

5 be / in hospital?
A: *Have you ever been in hospital?*
B: *Yes, I have*





(e) Complete the dialogue. Use the present perfect form of the verbs.



Lynne: Tony! I [1] have never seen (never see) you looking so happy. Is this your new bike?

Tony: Yeah. Isn't it brilliant? I [2] have never had (never have) such a good bike before.

Lynne: Does it go well? [3] have you had (have) any problems with it?

Tony: No, it goes like a bird. Tell you what why don't we go for a long ride, out to Moorsby Park?

Lynne: Moorsby Park? I [4] have never been (never be) there.

Tony: Oh, it's really nice. Dad and I [5] have driven (drive) there a few times in the car. It's about 20 kilometres from here.

Lynne: Wow! I [6] have never cycled (never cycle) that far.

Tony: Don't worry, a little bike ride [7] have never kill (never kill) anyone! We'll be back by lunch time. And then we can go and get some food at the Mexican take-away place. We can have nachos. [8] have you ever eaten (ever eat) nachos?

Lynne: Yeah, lots of times. I love them. OK, then – let's go!

4 Pronunciation

Present perfect

Listen and tick the sentence you hear. Then listen again and repeat.

1. I cut my finger.
   I've cut my finger.
2. Did you see the parrot?
   Have you seen the parrot?
3. He spoke to my mother.
   He's spoken to my mother.
4. They won lots of prizes.
   They've won lots of prizes.
5. He's seeing the doctor.
   He's seen the doctor.
6. She's eating the chocolate.
   She's eaten the chocolate.

(f) Listen again to part of the interview with Mr Brown from the Student's Book, page 125. Fill in each space with three words.

Interviewer: So have you ever had any problems yourself? Some of these animals are dangerous, aren't they?

Mr Brown: Well, the tarantulas [1] have bitten me once or twice.

Interviewer: What do your neighbours think about all these animals?

Mr Brown: Well, [2] they have never

Interviewer: Have any of your [3] pets ever escaped?

Mr Brown: Yes. The parrot escaped in 1998. But the alligator and the tarantulas [4] have never escaped



5 Vocabulary

Verb and noun pairs

Complete the sentences. Use a word from each box.

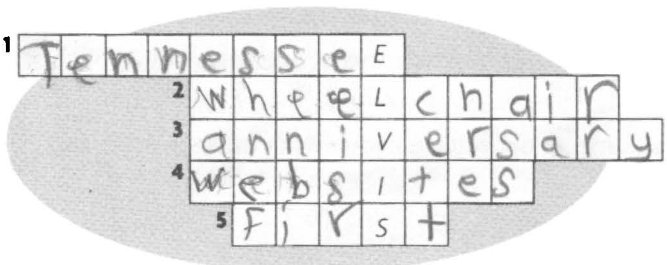
raise	win	break	told	took

the record	a risk	a joke	a prize	money

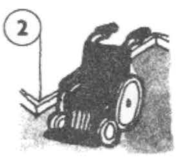
1 We should enter the competition. We might win a prize.
2 You took a risk when you went skating on the river. The ice is quite thin.
3 It's a charity concert. They want to raise money for the Red Cross.
4 She's training hard and her times are excellent. She's sure to win the 800 metres race, and she also hopes to break the record.
5 I told a jo... , but nobody laughed.

6 Culture in mind

a **Fill in the puzzle. If you need help, check with the text on page 128 of the Student's Book.**

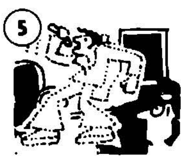












b **Mark the statements *T* (true) or *F* (false). Check with the text.**

1 *Heartbreak Hotel* is the place where Elvis died. F
2 One of his hit songs was *The King*. T
3 Nobody has sold more records than Elvis. T
4 Elvis didn't live at Graceland. F
5 Some people don't believe that Elvis is dead. T
6 Some Elvis look-alikes have their own fans. [ ]

7 Study help

Grammar

For irregular verbs, learn the past participle together with the past simple form. It's a good idea to divide the verbs into groups:

Base form	**Past simple**	**Past participle**
No change		
put	*put*	*put*
hit	hit	hit

Same past simple and past participle

Base form	Past simple	Past participle
have	*had*	*had*
get	got	got
catch	caught	caught

Different past participle

Base form	Past simple	Past participle
speak	*spoke*	*spoken*
begin	began	begun
break	broke	broken
choose	chose	chosen
do	did	done
swim	swam	swum

Write the three forms of these verbs in the correct lists.

write	fly	make	cut	break	meet	drive	go

Keep lists like this in your notebook and add to them. Go through your lists regularly and say the three verb forms aloud. You can also record them and listen to them regularly.

Skills in mind

8 Read and listen

Here are two jokes. Read and listen, and fill in the spaces.



1 A man goes into a pizza place and asks for a pizza. The girl asks him what he wants on it.

'Oh, ham and [1] .... and olives, please.'

'Fine,' says the girl. 'And what size pizza [2] ....?'

'What sizes have you got?' asks the man.

'Well, you can have small, medium or large.'

'Oh,' says the man. 'Um ... medium, [3] ....'

The girl says: 'OK. And do you want me to [4] .... it into [5] .... pieces or [6] .... pieces?

The man thinks about it and says, 'Just four pieces, please. I'm not really very hungry. I don't think I [7] ....!'



2 Two farmers go out one day and they buy two horses, one each. They put the two horses in a field.

'Wait a minute,' says one farmer. 'How will we know which horse is yours and which horse is [8] ....?'

So the two farmers sit down and think about it. They [9] .... to paint the horses' tails – one tail will be [10] .... and the other tail will be [11] ....

But that night, it [12] .... and the paint comes off. So the two farmers think about it again. Then one of them says, 'Oh, what stupid farmers we are! Look, it's easy. Your [13] .... is [14] .... my [15] ....!'

9 Write

Write a funny story.
It can be:

- something that really happened to you or someone you know
- a joke that you can tell
- something that happened in a film or a book
- a story that you make up yourself.

Try to plan your story so that the funniest part comes at the end.

Writing tip

Checking and self-correction

When you finish your writing, look at it to check for errors. Ask yourself these questions:

- Have I put the events in a logical order?
- Does my story include all the necessary information? Do I need to add anything?
- Where do I often make grammar mistakes? Have I made any mistakes this time?
- Is my spelling right? Do I need to check with the dictionary?
- Have I used the right words to say what I mean? Could I use better words in some places?
- Will my reader understand and enjoy my story?

Unit check

1 Fill in the spaces

Complete the text with the words in the box.

ever never cow ~~has~~ parrots mouse been snake pets spoken

My brother Danny *has* always loved animals and when he was younger he had a lot of different [1] pets. The smallest was a white [2] mouse and the biggest was a [3] cow which lived in the garden. The most dangerous was a [4] snake called Sting. I've [5] never liked snakes and I was quite happy when Sting finally died in 2003. Now Danny's only pets are two green [6] parrots called Posh and Becks. Usually these birds imitate human voices but strangely, Posh and Becks have [7] spoken only once in their lives. A month ago, I was in Danny's room and I asked him, 'Have you [8] ever thought about selling those parrots?' Before he could answer, Posh said loudly, 'No way!' and Becks said, 'You must be crazy!' I've never [9] spoken so amazed! Since then, those parrots haven't said a word.

9

2 Choose the correct answers

Circle the correct answers, a, b or c.

1 .... are usually green or brown.
a Tigers b Frogs c Alligators

2 A .... has got long ears.
a rabbit b horse c cow

3 They .... a lot of money for charity.
a took b won c raised

4 Irena always .... dreadful jokes!
a says b tells c speaks

5 He ran very fast, but he didn't .... the record.
a build b break c win

6 .... your sister three or four times.
a I meet b I've met c I've never met

7 My grandparents .... flown in a plane.
a have never b has never c haven't never

8 Jenny hasn't .... Indian curry.
a eat b ate c eaten

9 Have you ever .... a tiger?
a see b seen c saw

8

3 Correct the mistakes

In each sentence there is a mistake with the present perfect or with *ever/never*. Underline the mistake and write the correct sentence.

1 We never have tried to cook a pizza. *We've never tried to cook a pizza.*

2 Alan have painted some excellent pictures. ....

3 I've work in five different jobs. ....

4 Tom and Claudio haven't never played volleyball. ....

5 You ever have stayed in Paris? have you ever

6 I've wrote to Lily a few times, but she hasn't answered. ....

7 Sally not has had a meal at this restaurant. ....

8 The dog ever bitten you? have the dog ever

9 He's never stayed at your house, hasn't he? ....

8

How did you do?

Total: 25

Very good	OK	Review Unit 16 again
20 – 25	14 – 19	0 – 13

Grammar reference

Unit 1

Present simple (positive and negative)

1 We use the present simple for actions that happen repeatedly or habitually.

*Sally often **goes** to the swimming pool.*
*We **have** breakfast at 7.30 every morning.*

We also use the present simple for things that are always or normally true.

*Apples **grow** on trees.*
*He **lives** in Italy.*

2 With most subjects, the present simple is the same as the base form of the verb. However, with a third person singular subject (*he, she, it*), the verb has an *s* ending.

*I **play** tennis on Fridays.* *She **plays** tennis on Fridays.*
*My parents **work** in London.* *My brother **works** in London.*

If a verb ends with *sh, ch, ss* or *x*, we add *es*.

he washes she catches he misses she fixes

If a verb ends with consonant + *y*, we change the *y* to *i* and add *es*.

she studies he worries

3 The negative of the present simple is formed with *don't* (*do not*) or *doesn't* (*does not*) + base form of the verb.

*I **don't like** fish.* *She **doesn't like** fish.*
*Students **don't wear** uniforms.* *Jack **doesn't wear** a uniform.*

like + -ing

1 After verbs of liking and not liking we often use verb + *-ing*.

*We **love going** to the cinema.*
*My sister **enjoys watching** videos at home.*
*My parents **hate going** to the supermarket.*
*I **don't like doing** my homework.*

2 If a verb ends in *e*, we drop the *e* before adding *-ing*.

live – living ride – riding

If a short verb ends in 1 vowel + 1 consonant, we double the final consonant before adding *-ing*. We do the same if the verb ends in 1 vowel + *l*.

get – getting shop – shopping travel – travelling

Unit 2

Present simple: questions and short answers

Present simple questions and short answers are formed with *do* or *does*.

*Do you **like** cats?* *Yes, I **do**. / No, I **don't**.*
*Do they **play** the guitar?* *Yes, they **do**. / No, they **don't**.*
*Does Silvia **live** here?* *Yes, she **does**. / No, she **doesn't**.*

Object pronouns

An object pronoun comes after the verb.

I → **me**   you → **you**   he → **him**   she → **her**   it → **it**   we → **us**   they → **them**

*That's Robert Jones. Do you know **him**?*
*Our mother sometimes drives **us** to school.*
*Liz and Jan are my friends. I like **them** a lot.*

Unit 3

Present continuous for activities happening now

1 We use the present continuous for actions that are happening now or around the time of speaking.

*My brothers **are watching** a video at the moment.*
*It's **raining** now.*
*We're **studying** nine subjects this year.*

2 The present continuous is formed with the present simple of *be* + verb + *ing*.

*I'm **enjoying** this book.*	*I'm **not enjoying** this book.*
*You're **working** very hard!*	*You **aren't working** very hard.*
*Alison **is listening** to the radio.*	*Alison **isn't listening** to the radio.*

3 The question is formed with the present simple of *be* + subject + verb + *ing*.

***Is** Carlo **reading**?*	*Yes, he **is**. / No, he **isn't**.*
***Are** the girls **having** lunch?*	*Yes, they **are**. / No, they **aren't**.*
*What **are** you **doing**?*	
*Why **is** she **laughing**?*	

Present simple vs. present continuous

1 Time expressions for repeated actions are often used with the present simple.

Time expressions for present or temporary actions are often used with the present continuous.

Present simple	**Present continuous**
every day on Mondays	*today tonight this afternoon*
at the weekend usually	*this weekend right now*
sometimes often never	*at the moment today*

2 Some verbs aren't normally used in the continuous form. Here are some common examples:

believe   know   understand   remember   want   need   mean   like   hate

*I **remember** you.   We **need** some milk.   David **loves** pasta.*

Unit 4

Countable and uncountable nouns

1 Nouns in English are countable or uncountable. Countable nouns have a singular and a plural form.

car – cars   house – houses   apple – apples   question – questions
man – men   woman – women   child – children   person – people

2 Uncountable nouns don't have a plural form – they are always singular.

food   music   money   rice   bread   information

*This **food is** horrible.*	*The **music is** too loud!*
*Your **money is** on the table.*	*This **information is** wrong.*

3 Sometimes a noun can be countable or uncountable, depending on its meaning in the sentence.

*I like **coffee**.*	*(uncountable)*
*I'd like two **coffees**, please.*	*(= two cups of coffee, countable)*
*She's got some **chocolate**.*	*(uncountable)*
*She's got a box of **chocolates**.*	*(= individual ones, countable)*
*He doesn't eat **lamb**.*	*(= type of meat, uncountable)*
*There are some **lambs** in the field.*	*(= individual animals, countable)*

a/an and *some*

1 With singular countable nouns, we can use *a/an* to indicate an unspecific thing or person.

*They live in **a flat**.*
*He's carrying **an umbrella**.*

With plural countable nouns, we use *some*.

*I want to buy **some eggs**.*
*You've got **some** interesting **CDs**.*

2 With uncountable nouns, we don't use *a/an* – we use *some*.

*Let's have **some bread**.*
*We need **some information**.*

much and *many*

1 We use *many* with plural countable nouns and *much* with uncountable nouns.

Countable	Uncountable
*They haven't got **many books**.*	*They haven't got **much food**.*
*She doesn't eat **many vegetables**.*	*He doesn't eat **much fruit**.*
*How **many children** have they got?*	*How **much time** have we got?*

2 We usually use *many* and *much* in negative sentences and questions.

*I don't go to **many** concerts.*	*He doesn't listen to **much** music.*
*Have you got **many** CDs?*	*Did you spend **much** money?*
*How **many** sandwiches do you want?*	*How **much** homework have you got?*

In positive sentences, we normally use *a lot of* or *lots of*.

*Chris has got **lots of / a lot of** books.*
*The teacher always gives us **lots of / a lot of** homework.*

Unit 5

Past simple: *be*

1 We use the past simple to talk about actions and events in the past.

2 The past simple of *be* is *was/wasn't* or *were/weren't*.

*I **was** in town yesterday.*	*My sister **wasn't** with me.*
*We **were** at a friend's house last night.*	*We watched some videos but they **weren't** very good.*

3 Questions with *was/were* are formed by putting the verb before the subject.

***Were** you in the park yesterday?*	***Was** James with you?*

Past simple: regular verbs

1 In the past simple, regular verbs have an *ed* ending. The form is the same for all subjects.

*I **walked** to the park.*	*You **played** well yesterday.*
*Carla **opened** the window.*	*It **started** to rain in the afternoon.*

If a verb ends in *e*, we add only *d*.

*like – **liked*** *hate – **hated*** *use – **used***

If a verb ends with consonant + *y*, we change the *y* to *i* and add *ed*.

*study – **studied*** *try – **tried*** *marry – **married***

If a short verb ends in 1 vowel + 1 consonant, we double the final consonant before adding *ed*. We do the same if the verb ends in 1 vowel + *l*.

*stop – **stopped*** *plan – **planned*** *travel – **travelled***

2 The negative of the past simple is formed with *didn't* (*did not*) + base form of the verb. The form is the same for all subjects.

*I **didn't like** the film last night.*
*We **didn't walk** to school.*
*He **didn't study** very hard.*
*The bus **didn't stop** for me.*

3 Past time expressions are often used with the past simple.

yesterday *yesterday morning* *last night* *last week* *a month ago* *two years ago* *on Sunday*

Unit 6

Past simple: irregular verbs

A lot of common verbs are irregular. This means that the past simple form is different – they don't have the usual *ed* ending.

*go – **went*** *see – **saw*** *eat – **ate*** *think – **thought***

There is a list of irregular verbs on page 138 of the Student's Book.

Past simple: questions

Present simple questions and short answers are formed with *did*.
The form is the same for regular and irregular verbs.

***Did** you **talk** to Barbara this morning?*	*Yes, I **did**. / No, I **didn't**.*
***Did** they **play** tennis yesterday?*	*Yes, they **did**. / No, they **didn't**.*
***Did** Bruno **go** home after the party?*	*Yes, he **did**. / No, he **didn't**.*
***Did** she **see** the doctor?*	*Yes, she **did**. / No, she **didn't**.*

Unit 7

have to / don't have to

1 We use *have to* to say that it is necessary or very important to do something.

*I'm late – I **have to** go now.*
*You **have to** be careful when you ride your bike in traffic.*
*We **have to** be at school at 8.30.*
*Their computer is broken, so they **have to** get a new one.*

With a third person singular subject (*he, she, it*), we use *has to*.

*Jimmy is very ill – he **has to** stay in bed.*
*My mother **has to** go to London tomorrow for a meeting.*

2 We use the negative form *don't/doesn't have to* to say that it isn't necessary or important to do something.

*It's early, so I **don't have to** hurry.*
*The ticket is free – you **don't have to** pay for it.*
*My brother has got a motorbike, so he **doesn't have to** walk to work.*
*Diana **doesn't have to** get up early on Sundays.*

3 Questions are formed with *do* or *does*.

Do I ***have to*** *go to school?*
Does *he* ***have to*** *pay?*
Do *we* ***have to*** *leave now?*

4 The past form is *had to / didn't have to*. The form is the same for all subjects.

Joanna ***had to*** *go to the dentist last week.*
Yesterday was a holiday, so we ***didn't have to*** *go to school.*
Did *you* ***have to*** *do the ironing last night?*

5 All forms of *have to* are followed by the base form of the verb.

Unit 8

some and *any*

1 We use *some* and *any* with plural nouns and uncountable nouns.

some *apples*	***some*** *food*
some *books*	***some*** *information*
any *apples*	***any*** *food*
any *books*	***any*** *information*

2 We use *some* for an unspecific number or amount. We normally use *some* in positive sentences.

I bought ***some apples*** *at the supermarket.*
There were ***some books*** *on the floor.*
I'm going to buy ***some food****.*
I need ***some information****.*

3 We normally use *any* in negative sentences and questions.

There ***weren't any books*** *in the room.*
Have you got ***any apples****?*
They ***didn't*** *give me* ***any information****.*
Is there ***any food*** *in the fridge?*

Possessive pronouns

1 Possessive pronouns mean 'belonging to somebody'.

I → **mine** you → **yours** he → **his** she → **hers** we → **ours** they → **theirs**

2 A possessive pronoun stands on its own in the sentence – it doesn't go before a noun.
The form is the same for singular and plural things.

That's my bag.	*That bag is* ***mine****.*
They're my shoes.	*They're* ***mine****.*
Is this your umbrella?	*Is this* ***yours****?*

She forgot to bring her mobile phone, so she used ***ours****.*
Harry knows my parents, but I don't know ***his****.*

Unit 9

Comparative adjectives

1 When we want to compare two things, or two groups of things, we use a comparative form + *than*.

I'm ***older than*** *my brother.*
France is ***bigger than*** *Britain.*
TVs are ***more expensive than*** *radios.*
Your computer is ***better than*** *mine.*

2 With short adjectives, we normally add *er*.

*old – **older** cheap – **cheaper** clever – **cleverer***

If the adjective ends in *e*, we add only *r*.

nice – nice**r** safe – safe**r**

If the adjective ends with consonant + *y*, we change the *y* to *i* and add *er*.

*easy – **easier** early – **earlier** happy – **happier***

If the adjective ends in 1 vowel + 1 consonant, we double the final consonant and add *er*.

*big – **bigger** sad – **sadder** thin – **thinner***

3 With longer adjectives (more than two syllables), we don't change the adjective – we put *more* in front of it.

*expensive – **more** expensive*
*difficult – **more** difficult*
*interesting – **more** interesting*

4 Some adjectives are irregular – they have a different comparative form.

*good – **better** bad – **worse** far – **further***

Superlative adjectives

1 When we compare something with two or more other things, we use a superlative form with *the*.

*Steve is **the tallest** boy in our class.*
*Brazil is **the biggest** country in South America.*
*This is **the most important** day of my life.*
*Monday is **the worst** day of the week!*

2 With short adjectives, we normally add *est*.

*tall – **the** tall**est***
*short – **the** short**est***
*old – **the** old**est***

Spelling rules for the *est* ending are the same as for the *er* ending in the comparative form.

nice – nicest safe – the safest
easy – the easiest happy – the happiest
big – the biggest thin – the thinnest

3 With longer adjectives (more than two syllables), we don't change the adjective – we put *the most* in front of it.

*delicious – **the most** delicious*
*important – **the most** important*
*intelligent – **the most** intelligent*

4 Some adjectives are irregular.

*good – **the best** bad – **the worst** far – **the furthest***
*I like Sundays, but I think Saturday is **the best** day of the week.*
*My team is terrible – it's **the worst** team in the world!*

Unit 10

Present continuous for future arrangements

1 We can use the present continuous to talk about things that are planned or arranged for the future.

*I'm **travelling** to Italy next week.*
*We're **having** a party on Saturday.*
*Alan **is meeting** Judy at the airport tomorrow morning.*

2 Future time expressions are often used with the present continuous for arrangements.

tomorrow tomorrow night next week next Sunday evening
the day after tomorrow the week after next in three hours' time

3 For information on the form of the present continuous, see the notes on Unit 3.

Unit 11

will/won't

1 We use *will* (*'ll*) and *won't* to make predictions about the future.

*When I'm older, I'**ll live** in France.* *I **won't live** in England.*
*I'm sure you'**ll pass** the test tomorrow.* *The questions **won't be** very difficult.*
*In the future, people **will travel** to Mars.* *But people **won't live** on Mars.*

2 *Will* is a modal (see also *must*, Unit 13 and *should*, Unit 14). We use *will/won't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.

*You'**ll pass** the test.* *You **won't pass** the test.*
*He'**ll pass** the test.* *He **won't pass** the test.*
*Most students **will pass** the test.* *Most students **won't pass** the test.*

3 Questions are formed with *will* + subject + base form of the verb.
Again, we don't use any form of *do* in questions or short answers.

***Will** Sonia **go** to university?* *Yes, she **will**. / No, she **won't**.*
***Will** your brothers **come** to the party?* *Yes, they **will**. / No, they **won't**.*
*When **will** the letter arrive?*
*Where **will** we **be** in 20 years' time?*

Unit 12

too + adjective

1 The adverb *too* + adjective has a negative meaning – when we use *too*, we mean 'more than is good' or 'more than I want'.

*I've only got £300, and the CD player costs £450. It's **too expensive**.*
*It's only 5° today. I don't want to go out – it's **too cold**.*

2 Compare *too* with *very*, which doesn't have a negative meaning.

*This computer costs £3,000 – it's **very expensive**. But I've got lots of money, so for me it isn't **too expensive**.*

Adverbs

1 Adverbs usually go with verbs – they describe an action.

*We walked home **slowly**.*
*Drive **carefully**!*
*The train arrived **late**.*

Some adverbs can also go with adjectives.

*It was **bitterly** cold yesterday.*
*The house was **beautifully** warm inside.*
*I get **extremely** nervous before an exam.*

2 A lot of adverbs are formed by adjective + *ly*.

quiet – quietly bad – badly polite – politely

If the adjective ends in *le*, we drop the *e* and add *y*.

terrible – terribly comfortable – comfortably

If the adjective ends in consonant + *y*, we change the *y* to *i* and add *ly*.

easy – easily   happy – happily   lucky – luckily

3 Some adverbs are irregular – they don't have an *ly* ending.

*good – **well**   fast – **fast**   hard – **hard**   early – **early**   late – **late***

*Our team played **well** on Saturday.*
*Susie can run **fast**.*
*They worked **hard** all day.*

Unit 13

be going to: intentions

1 We use *be going to* to talk about things we intend to do in the future.

*I'm **going to visit** my grandfather at the weekend.*
*Marco **is going to buy** some new jeans tomorrow.*
*Our neighbours **are going to sell** their house next year.*

2 The form is the present simple of *be* + *going to* + base form of the verb.

*I'm **going to stay** at home on Sunday.*
*We're **going to leave** early tomorrow.*
*She's **going to do** some shopping.*

*I'm **not going to play** football.*
*We **aren't going to be** late.*
*She **isn't going to spend** much money.*

3 The question is formed with the present simple of *be* + subject + *going to* + base form of the verb.

***Are** you **going to watch** the film tonight?* — *Yes, I **am**. / No, I'**m not**.*
***Is** Paul **going to meet** you after school?* — *Yes, he **is**. / No, he **isn't**.*
***Are** your parents **going to buy** a car?* — *Yes, they **are**. / No, they **aren't**.*
*How **are** you **going to get** home?*
*When **is** she **going to learn** to drive?*

be going to: predictions

We can also use ***be going to*** to make predictions based on things we know or can see.

*Look at the clouds. It's **going to rain** soon.*
*Silvana didn't ring her parents. They'**re going to be** angry with her.*
*It's 10.30 now. You **aren't going to finish** your homework this evening.*

must/mustn't

1 *Must* is similar to *have to*. We use it to say that it is necessary or very important to do something.

*You **must come** home before 11 o'clock.*
*I'm late – I **must go**!*

2 We use *mustn't* to say that it is necessary or very important not to do something.

*You **mustn't be** late.*
*I **mustn't forget** to go to the bank.*

Mustn't has a different meaning from *don't/ doesn't have to*.

You don't have to leave now. (= It isn't necessary for you to leave, although you can if you want to.)
*You **mustn't leave** now. (= Don't go – you must stay here!)*

3 *Must* is a modal, like *will* (see Unit 11). We use *must/mustn't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.

*I **must get up** early tomorrow.*
*She **must save** some money.*
*You **must be** quiet in the library.*

*I **mustn't miss** the train.*
*She **mustn't spend** it all.*
*You **mustn't make** a noise.*

Unit 14

should/shouldn't

1 When we want to say that something is a good idea (or is not a good idea), we can use *should* or *shouldn't*.

*You **should see** a doctor.*	*(I think this is a good idea for you.)*
*I **should work** this evening.*	*(I think this is a good idea for me.)*
*They **shouldn't buy** that computer.*	*(I think this is a bad idea for them.)*
***Should** we **go** home now?*	*(Do you think this is a good idea for us?)*

2 *Should* is another modal, like *will* and *must*. We use *should/shouldn't* + base form of the verb, and the form is the same for all subjects. We don't use any form of *do* in the negative.

*I **should lose** some weight.*	*I **shouldn't eat** this chocolate.*
*You **should come** to the cinema with us.*	*You **shouldn't stay** at home on your own.*
*Mike **should practise** the guitar every day.*	*He **shouldn't give up** his music lessons.*

3 Questions are formed with *will* + subject + base form of the verb. Again, we don't use any form of *do* in questions or short answers.

***Should** we **wait** for Lisa?*	*Yes, we **should**. / No, we **shouldn't**.*
***Should** I **tell** my parents?*	*Yes, you **should**. / No, you **shouldn't**.*

What's it like?

1 We use a form of the question *What's it like?* if we want to hear a description or opinion of something/somebody. The answer to this question will often contain adjectives.

***What's** she **like**?*	*She's an interesting person and she's very intelligent.*
***What are** your neighbours **like**?*	*They're OK. They're polite but they're not very friendly.*

2 The question is formed with *What* + *be* + subject + *like*? The word *like* doesn't change – it is quite different from the verb *like*.

***What's** the weather **like** today?*
***What are** those cakes **like**?*
***What was** the film **like** last night?*
*Did you meet Helen's cousins? **What were** they **like**?*

Unit 15

First conditional

1 In conditional sentences there are two clauses, an *if* clause and a result clause. We use the first conditional when it is possible or likely that the situation in the *if* clause will happen in the future.

***If I pass** the test, my parents will be happy. (= It's possible that I'll pass, but I'm not sure.)*

***If it doesn't rain**, we'll go for a walk. (= Perhaps it won't rain, but I'm not sure.)*

2 The *if* clause is formed with *If* + subject + present simple. The result clause is formed with subject + *will* + base form of the verb. There is a comma after the *if* clause.

***If he sees** Martina, **he'll tell** her about the party.*
***If we have** time, **we'll do** some shopping at the supermarket.*
***If this programme isn't** interesting, **I'll watch** a video.*
***If you don't start** your homework soon, **you won't finish** it tonight.*

3 We can change the order of the two clauses. In this case, there is no comma between the clauses.

***He'll tell** Martina about the party **if he sees** her.*
***We'll do** some shopping at the supermarket **if we have** time.*

when and *if*

If indicates a possible situation. If we use *when* instead of *if*, it indicates that we are sure that the situation is going to happen.

If he sees Martina, he'll tell her about the party. (= Perhaps he'll see her, perhaps not.)

When he sees Martina, he'll tell her about the party. (= He's going to see her – this will definitely happen.)

Unit 16

Present perfect + *ever/never*

1 We often use the present perfect to talk about things from the beginning of our life until now.

*John **has travelled** to lots of different countries. (= from when he was born until now)*

*I **haven't met** your brother. (= at any time in my life, from when I was born until now)*

*They've always **lived** in this town. (= from when they were born until now)*

2 When we use the present perfect with this meaning, we often use *ever (= at any time in someone's life)* in questions, and *never* (= *not ever*) in sentences.

***Have** you **ever eaten** seafood?*
***Has** Steve **ever won** a prize in a competition?*
*I've **never been** interested in music.*
*She's **never tried** to cook.*

3 The present perfect is formed with the present tense of *have* + past participle of the main verb.

For regular verbs, the past participle has the same *ed* ending as the past simple.
Irregular verbs have different past participles.

Regular verbs	Irregular verbs
We've stayed in Athens three times.	*We've **been** there three times.*
Julia hasn't used a computer.	*She hasn't **written** any emails.*
He's never played basketball.	*He's never **driven** a car.*
Have they ever climbed a mountain?	*Have they ever **flown** in a plane?*

For the past participles of irregular verbs, see the list on page 138 of the Student's Book.

4 Present perfect questions are formed with *have/has* + subject + past participle.

***Have** they **tried** Japanese food?*	*Yes, they **have**. / No, they **haven't**.*
***Have** you ever **seen** a snake?*	*Yes, I **have**. / No, I **haven't**.*
***Has** he ever **had** a job?*	*Yes, he **has**. / No, he **hasn't**.*

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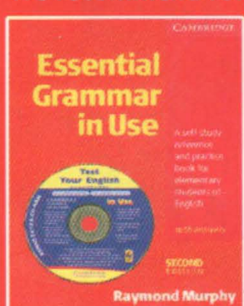
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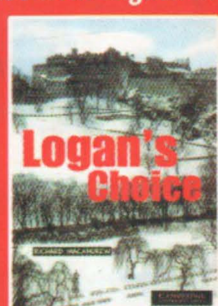
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